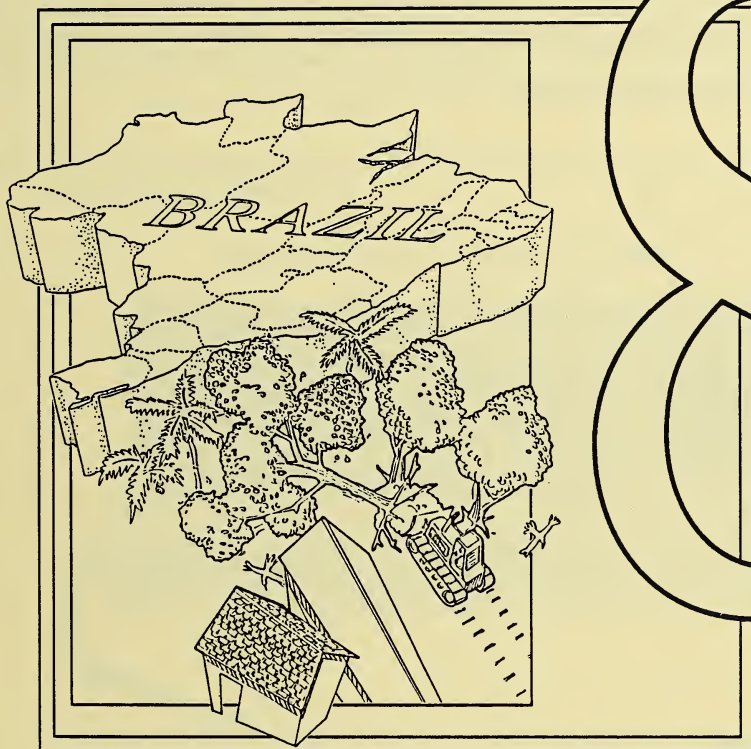




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Module 6: Brazil - Issues and Trends

Learning Facilitator's Manual



**Distance
Learning**

Alberta
EDUCATION

Note

This Social Studies Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final tests until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

Social Studies 8
Learning Facilitator's Manual
Module 6
Brazil - Issues and Trends
Alberta Distance Learning Centre
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Module 6 – Brazil – Issues and Trends: Overview

Module 6 examines the human geography of Brazil. The major focus is to discover the interrelationships between the people of Brazil and their physical environment. The student activities examine how the people of Brazil differ because of their social and physical surroundings, and how those same people change the social and physical landscape.

The module is composed of three sections, each with a central or focus question:

Section 1 – How does the culture of Brazil reflect the variety of origins of its people?

Section 2 – How has human settlement changed the physical environment of Brazil?

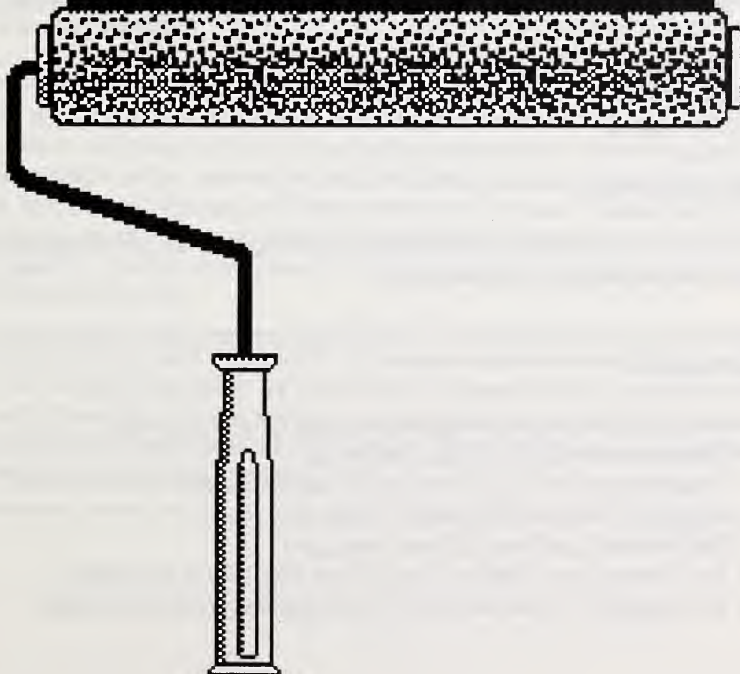
Section 3 – What issues and trends are likely to influence the relationships of the Brazilian people with their physical environment?

Module 6 Brazil – Issues and Trends

Section 1: The Cultural Origins of Brazilians

Section 2: Human Geography of Brazil

Section 3: What Does the Future Hold?



Evaluation

The evaluation in this module will be based on three assignments.

The assignment breakdown is as follows:

Section 1 Assignment	30%
Section 2 Assignment	30%
Section 3 Assignment	<u>40%</u>
TOTAL	100%

Materials Needed

Text: *Brazil: Land of Contrasts* by Ishie Dawood

Note: You will find the *Teacher's Guide for Brazil: Land of Contrasts* to be useful to you as the learning facilitator.

Print Resources

You may find the following sources useful as you present the information in this module:

- newspapers
- magazines
- encyclopedia
- an almanac
- tourist guides to Brazil

Video Resources

A VCR and TV monitor will be most useful since there are a number of opportunities to support this highly visual subject area with videotapes.

If you have access to the Edmonton Cross-Cultural Learner Centre in Edmonton, the following videos may be helpful:

- *Brazil: The Price of a Development Miracle* (20 min. slide tape)
- *Dependency by Design* (25 min. slide tape)
- *I Have Heard the Cry of My People* (20 min. slide tape)
- *Banking on Disaster* (3 segments; 78 min. VHS video)
- *Multinationals and Brazil* (20 min. slide tape)
- *The Journey From Faith to Action* (29 min. film, VHS or Beta video)
- *The Struggle For Land And Food (Faith In Action)* (12 min. slide tape)

These videos are available from

© 1989 Edmonton Cross-Cultural Learner Centre
10920 – 88th Ave.
Edmonton, Alberta, Canada
T6G 0Z1 (403) 439-8744

Another videotape you may want to consider is *South America Today*. This video has 20 minute sections on Brazil, Argentina, and Chile, and it is available from

Magic Lantern Film Distribution Ltd.
136 Cross Ave.
Oakville, Ontario
L6J 2W6

Note: It's usually important to see the audiovisual you've selected before you present it. Appropriately used, an audiovisual is a very useful tool for educating or stimulating a class or group. Rarely, however, does it stand on its own. Prepare yourself and your group for the discussion or exercises to follow the showing. Follow-up action of some sort is most often helpful at getting the most impact from an audiovisual.

Teaching Suggestions

- The video from Magic Lantern would provide an excellent review of Module 5 and prepare the students for Module 6.
- Have the students brainstorm a list of everything they know about the people of Brazil. Post this on chart paper or a blackboard. Have the students brainstorm a second list about all the industries or products of Brazil. Post this list beside the first. Have the students draw lines connecting what they know about people with resources and suggest what is needed to make the link possible. Continue until many connections are made. Explain that the purpose of Module 6 is to have the students make these types of connections between people and geography. Have the charts posted, and continue to add more "interconnections" as the students learn further.
- Invite a tourist agent in from a local tour company or someone who has visited Brazil to speak to the students about Brazil. Have the students prepare questions regarding the life-style of the people, the major economic activities, and the major resources of Brazil. Present these questions to the guest speaker well in advance. Encourage the speaker to bring in travel pamphlets, photographs, or slides.

Section 1: The Cultural Origins of Brazilians

Key Concepts:

- cultural groups
- multiculturalism
- settlement patterns
- life-style
- assimilation

Upon finishing this section students should

- have some knowledge of how the culture of Brazil reflects the variety of origins of its people
- identify Brazil as being multicultural since it is made up of many ethnic groups
- be able to determine where the different ethnic groups that came to Brazil settled
- understand what impact the settlement of these ethnic groups had on the native settlements of Brazil and upon the physical environment
- be aware of the process of assimilation that different groups experienced in creating a Brazilian life-style

Teaching Suggestions

- Make maps of Brazil showing the different regions. These may be referred to when you discuss where in Brazil the various ethnic groups tended to settle.
- If the class is large enough, split the students into groups and let each group research a major ethnic group within Brazil. Then have each group report to the class.
- Have the students make notes in the activities as indicated where they need to outline the main and related ideas from their reading.
- Try to get some videotapes or filmstrips which show how European settlement has changed the lives of native Brazilians.
- Information on Brazil's native people may also be obtained from *Supysáua* published by Indigena Inc. and American Friends of Brazil. This is available from the Edmonton Cross-Cultural Learner Centre, Box 4279, Postal Station, South Edmonton, Edmonton, Alberta T6E 4T3.
- You may need to assist the students in recognizing the effects of cultural contact and contributions as they are not always identifiable.

Section 1 provides the students with information about the following cultural groups identified by the text: the Portuguese, the natives, the Africans, the Europeans, and the Japanese and Lebanese.

The section is developed around four categories used to organize the information.

1. **Origin and settlement:** From what countries did they come and where do the majority now live?
2. **Cultural contact:** What are the effects of cultural contact?
3. **Economic activities:** How do the majority of the group earn a living?
4. **Contributions to society:** What contributions to Brazilian society as a whole has this group made?

Generally, all groups became assimilated into the mainstream Portuguese culture with the exception of the natives. Assimilation was often forced through required language and religion. The natives have been greatly reduced in numbers and are still experiencing conflicts with the goals of larger society. Immigrant groups were wanted to provide labour for resource development in return for free land and opportunities. The exception here is the African culture who arrived as slave labour.

Section 1: Activity 1

1. Name the main cultural groups.

The main cultural groups include the following:

- Portuguese
- native peoples
- Africans
- Europeans
- Japanese
- Middle Eastern (Lebanese)

2. Examine the shaded areas on the following map. Label each of these areas with the cultural groups that you listed in question 1.

Note: A map might be displayed in a prominent place for reference throughout this section. Mark countries of origin on the map.

Section 1: Activity 2

Note: The student has been supplied with the following review information:

- The Portuguese are the largest ethnic group in Brazil. Portuguese immigrants settled mainly along the northeast coast of Brazil. They preferred to live in the cities.
- Powerful Portuguese families were put in control of Brazil. They used Portuguese laws and government regulations to control Brazil.
- The Portuguese tried to force the natives of Brazil to work on plantations. The natives refused to do this. Instead, they moved further into the forests of the North. Often the Portuguese and native populations were at war as a result of this.
- Portuguese were able to establish themselves as the upper classes of Brazil. Their status allowed them to control three aspects of Brazilian life.
 - They controlled the economics (the way that the natural resources of the country were used and how wealth was distributed).
 - The Portuguese controlled the politics (the way that the country was governed and who the decision makers of the country were).
 - They controlled the patterns of behavior of the people, especially the language they spoke and the religion they practised.

1. What is the official language of Brazil?

Portuguese is the official language.

2. **Adoption** of ideas and ways of doing things is one way in which the Portuguese survived in the tropics of Brazil. List two things which the Portuguese adopted from the natives.

Some things the Portuguese adopted from the natives include the following:

- *adapting to tropical environment*
- *intermarriage*
- *manioc root*
- *hammocks*

3. The Portuguese **adapted** their way of life in the early years. They learned to live more like the natives. This led to many of the settlers marrying native women. What are children of these marriages called?

The offspring children were called mestiço.

4. a. Who are the *mestiço*?

Mestiço are people of mixed European and native ancestry.

- b. What contribution did the *mestiço* make to present-day Brazil?

The mestiço were responsible for opening the interior to Portuguese settlement.

5. Portuguese settlers refused to adopt or adapt in some ways. Instead they forced the other cultural groups to adopt their ways. In which two areas of Brazilian life did this occur?

This occurred in language and religion.

6. The Portuguese had a large impact on Brazil. They used their power to control many aspects of life. Write three generalizations about the impact of the Portuguese on Brazilian life in the space below.

Answers will vary. Generalizations may include the following:

- *Politics – The Portuguese set up the style of government that continued until the twentieth century. (This can be seen in many of the laws of the country.)*
 – Early leaders of the country were chosen from among the powerful Portuguese families.
- *Social – Portuguese is the official language of Brazil. (No other language has been allowed until very recently.)*
- *Economic – The Portuguese were the most wealthy people in Brazil.*

Note: Reinforce the idea that the Portuguese gained control over Brazil and set the pattern of life-styles which still affects Brazilians today. A discussion/review of the exploration and expansion patterns might be helpful here. Reinforce that the Portuguese sought the wealth which Brazil's natural resources could provide. Initial contact with natives was friendly and positive, but has since deteriorated when the natives were required to provide labour for resource development. The natives did not assimilate the Portuguese culture or life-style well.

Section 1: Activity 3

1. In the spaces below make notes about the changes explained in the readings. It is not necessary to write complete sentences here. It is more important to record the main ideas. Place a + or a – before each item to indicate whether you think it was a positive or a negative change.

Answers may vary. The following are some possible answers.

Impact Positive (+) Negative (–)	Changes to Native Life-Style
–	<i>brutal treatment by rubber tappers</i>
*+ or –	<i>Christianizing</i>
+	<i>medical aid</i>
+	<i>western style education</i>
–	<i>starvation</i>
–	<i>poverty</i>
+ or –	<i>end to physical and cultural isolation</i>

**depends upon point of view and degree of ethnocentrism*

This could provide the basis of developing the student's discussion skills.

Note: This is a think and review exercise designed to have students brainstorm and organize previously learned information. It could be done as a class activity to be added to as the students work through Section 1.

2. Record important points which show how the life-style has changed. Try to apply what you have just learned from the previous note-taking activity. Label the changes as either positive (+) or negative (-).

Answers may vary. The following are some possible answers.

Impact Positive (+) Negative (-)	Changes to Native Life-Style
-	<i>wars – natives attacking immigrants</i>
*+ or -	<i>bartering of wood for iron tools</i>
-	<i>natives driven inland</i>
-	<i>reduction in number of natives</i>
-	<i>slavery</i>
-	<i>massacres</i>

**depends upon point of view and degree of ethnocentrism*

Note: The essential skill of notetaking is emphasized here. Check that the students have been able to take the main ideas out of the reading. Using full sentences in notetaking may indicate a weakness in identifying key words. Assist students to verbalize the main idea, and have them jot it down in point form. After some time (approximately one half an hour) have the students orally explain what their notes mean. This may have to be done throughout the section to develop the skill.

Now would be a good opportunity to discuss the attempts of Rondon and FUNAI to assist the natives. You might also have the students draw parallels with the Canadian natives. A research project might be initiated to establish parallels and differences between these groups. After sources have been found, have the students evaluate readings and viewings for bias.

Possible newspaper case studies may include the following:

- Lubicon Indian land claims in Alberta
- the 1990 standoff at Oka, Quebec

3. What are the reasons for the changes in the natives' life-styles? Do your note-taking in the space that follows.

This can be a self-checking question.

The following ideas should be included among those chosen as being important ideas:

- *The rubber tappers did not care about the Yanomami.*
- *The military government tried to solve some problems by building roads into the rain forest.*
- *The road building ended the natives' isolation and altered their environment.*
- *Dams were built which polluted water sources.*
- *Natives were relocated.*
- *Many natives died of diseases contracted from nonnatives.*
- *Prospectors used roads to find ores.*
- *Mercury was used to take ores out of the rocks, but mercury polluted the waters.*
- *Thousands of animals died which forced the Yanomami to hunt longer for the same food.*

4. To help you organize the information you have just read, complete the following chart.

Answers may vary. The following are some suggestions for possible answers.

	"Legal Status of the Yanomami"	"The Kayapo"
Description of the Alternative (what it means)	<ul style="list-style-type: none"> • <i>natives put on reserves or emancipated</i> • <i>This forces the natives to become part of mainstream society.</i> 	<ul style="list-style-type: none"> • <i>fight the government by becoming part of mainstream by choice</i> • <i>use media and worldwide tours to force the government to make changes in their policy toward the natives</i>
Will this alternative work?	<ul style="list-style-type: none"> • <i>Student answers will vary.</i> 	<ul style="list-style-type: none"> • <i>Students' answers will vary.</i>
Possible Problems	<ul style="list-style-type: none"> • <i>resistance of natives</i> • <i>loss of native culture</i> • <i>exploitation of native groups</i> 	<ul style="list-style-type: none"> • <i>confrontation between government and the natives</i>

Note: The intent of this exercise is to have the students compare one native group (the Yanomami), who withdraw from mainstream society, to another native group (the Kayapo), who joins mainstream society in order to fight for rights.

The students might conduct a round-table debate to decide which method works best to resolve the conflict. Students should be assigned to represent different positions.

Section 1: Activity 4

1. For each of the following categories, list examples of contributions or changes Africans have made to Brazilian society.

- a. music

African contributions to Brazilian music include the following:

- *berimbau (a musical instrument)*
- *emphasis on rhythm*
- *call response patterns in songs*
- *predominant drum sound*

- b. dance

The main African contribution to Brazilian dance was the introduction of the samba.

- c. religion

In religion Candomble, Macumba, and Xangô services were introduced by Africans.

2. For each of the following categories, list examples of contributions or changes Africans have made to Brazilian society.

- a. architecture

Architectural contributions include straw thatched houses and squat huts built of logs and mud.

- b. food

Okra, coconut oil, taro root, greens and vegetables – cuisine of Bahia, are included in the contributions that Africans have made to Brazilian food.

3. When is Carnival celebrated?

Carnival is celebrated starting on the Saturday before Ash Wednesday, and it continues for four days.

4. Which cultural groups have contributed to Carnival? (List as many as you can find in the reading.)

Cultural groups that have contributed to carnival include Europeans, Portuguese, and Africans.

Note: The students should recognize the effect the Africans had on the dominant Portuguese culture was minimal in political and economic aspects. However, despite deliberate attempts to destroy the culture of the Africans, aspects of their social culture form a part of Brazilian society today. The effect of their ancestors arriving as slaves on the Afro-Brazilians can be seen in their low economic class today.

Section 1: Activity 5

1. See if you can recall the information about the Portuguese influence on Brazil. Use the space below to outline the four concepts about the Portuguese.

- a. Origins and Settlement

Answers may vary. Portuguese settlement included northeast plantations and southeast and southern-coastal cities, farms, and mines.

- b. Economic Activity

The Portuguese were the most wealthy people and controlled the plantations and major mining activities.

- c. Effects of Cultural Contact

The Portuguese forced assimilation of other cultural groups, adopted and adapted customs of other groups, and borrowed from the native life-style to survive in the rain forests.

- d. Contributions

The Portuguese contributed language, religion, laws, customs, living style, and a class system to Brazilian culture.

Note: This activity is designed to have the students review what they know from previous readings. It might be helpful for the students to reread Activity 2 of this section.

2. Fill in the following chart with the information that you found.

This activity is intended to develop the students' ability to glean information from viewing pictures. Answers will vary; what follows is an example.

	Picture 1	Picture 2
Page number	• page 57, bottom right	• page 67, top right
European group	• They are Italians.	• She is German.
Why did you choose this as an example of a European immigrant?	• The caption indicates the family is Italo-Brazilian.	• The caption indicates this person is a German immigrant.

Check for the following:

- The student is able to recognize the various immigrant groups.
- The student is able to tell why the pictures were chosen.

Discuss with the students aspects of these and other photos which depict types of work, life-style, cultural interaction, and level of wealth.

Section 1: Activity 6

1. How did the Japanese tend to earn a living when they first arrived?

They earned their living mainly through agriculture.

2. What are co-operatives?

Co-operatives are groups of people who work together for the common good of all the members.

3. Why were the Japanese not welcome?

The Japanese tried to remain separate from the mainstream; therefore, other Brazilians did not welcome them into society.

4. How did the Brazilian government attempt to stop Japanese immigration?

They passed a law stating that only 2 percent of immigrants from each ethnic group that had entered Brazil between 1883 and 1924 would be allowed into Brazil.

5. What is the attitude of the Brazilian government today toward the Japanese immigrants?

The Brazilian government has a welcoming attitude. They actively seek Japanese immigrants.

6. List as many examples as you can find of ways the Japanese have contributed to Brazilian society.

The Japanese have contributed to Brazilian society in the following areas:

- *labour for coffee plantations*
- *small businesses*
- *farms – introduced agricultural plants, methods, and techniques*
- *fruit and vegetables farms*
- *co-operatives*

Note: The Japanese are one example of a group that tried to maintain a separate cultural identity. However, the strong language policy forced the assimilation of the Japanese into mainstream society.

7. Answer the four questions which follow as they relate to the Lebanese people.

- a. From what countries did they come and where do the majority now live?

The countries include Lebanon, Syria, Jordan, Egypt, Palestine, and Turkey.

- b. What are the effects of cultural contact?

Cultural contact results in assimilation.

- c. How do the majority of the group earn a living?

The majority are business people.

- d. What contributions to Brazilian society has this group made?

The Lebanese have contributed in the following areas:

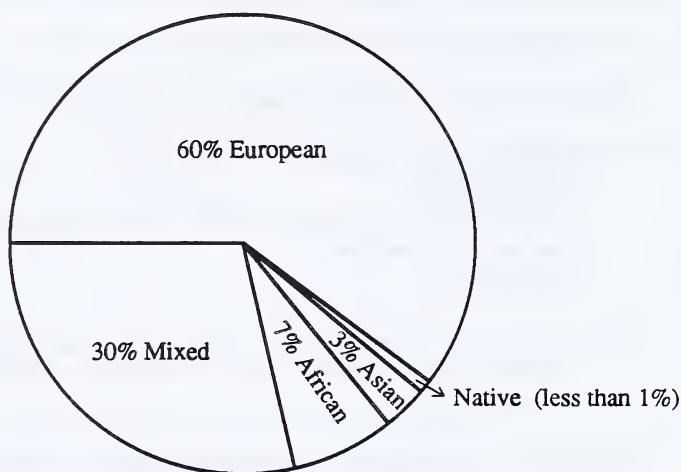
- *They have opened and run businesses.*
- *They have helped open up the Brazilian interior by providing services.*

Reemphasize that the Lebanese tend to provide services to Brazilians. They were one of the last large waves of immigration.

Section 1: Activity 7

1. Use the figures given in the notes to make a pie graph showing the percentage of population for each cultural group in Brazil for 1990. Label your graph. Use a compass and protractor. Each group should be accurately presented. Example: 60 percent European would need 60 percent of the circle. Since there are 360° in a circle, you need to mark off 216° to represent 60 percent.

Brazil: Cultural Groups as Percentage of Population, 1990



Note: Figures are approximate.

2. Use the space which follows to summarize what you consider to be the five most important things you have learned about the people of Brazil.

Answers will vary, but should include the following points:

- *Portuguese dominate the society.*
- *Assimilation was encouraged and has been successful.*
- *Intermixing of groups has taken place.*
- *Identifiable groups tend to live in certain regions. For example, whites occupy the South and Southeast while the natives occupy the North.*

3. What two conclusions about the mixing of the Brazilian people can you make?

Answers may vary.

Some suggestions are as follows:

- *A great deal of mixing has taken place among cultures.*
- *Whites have retained dominance, even with mixing.*
- *Natives are a very small portion of population indicating intermixing or extinction.*

4. Fill in the blanks on the following outline map to show the country of origin of the major cultural groups. This will give you a good idea of the part of the country where each group has had the most impact.

Countries of Origin

Section 1: Follow-up Activities

At this point in the section, the activities are separated into two strands: Extra Help and Enrichment. If students had some difficulties understanding the concepts in the activities, it is recommended that they do the Extra Help. If students had a clear understanding of the concepts and had few difficulties completing the activities, it is recommended that they do the Enrichment. As the learning facilitator, you should assist students in choosing the appropriate path.

The students might enjoy creating questions which can be answered by rereading this section. These questions could then be made into a game-style review with points awarded for each correct answer. Each incorrect answer could be looked up and verified.

Extra Help

Part A

1. Brazil's people have the same cultural origin.

b (false)

2. Brazil's people all look the same.

b (false)

3. The people of Brazil all live in the forests along the Amazon River.

b (false)

4. Which group provided Brazil with their national language?

The Portuguese provided Brazil with their national language.

5. Which group provided Brazil with their major religion?

The Portuguese have introduced the major religion of Brazil.

6. Which group of people dominate the government of Brazil?

The Portuguese/Europeans dominated Brazilian government.

7. Which people contributed slash-and-burn agriculture to Brazil?

The natives introduced this style of agriculture.

8. Which people began the plantations of Brazil?

The plantations were started by Portuguese immigrants.

9. Which people began the farming in Brazil?

The Portuguese began the plantations.

The natives introduced slash-and-burn agriculture.

The Europeans began cattle ranching.

The Asians/Europeans started vegetable and market gardening.

10. Where do most of the nonnatives now live?

The South, Southeast, and the Northeast coast

11. For each of the following categories, name a cultural group and give an example of a contribution they made to Brazilian society.

- a. economic
- b. social
- c. political

Answers and groups chosen may vary. The intent is to have the students categorize information.

12. After studying the people of Brazil, which cultural group(s) appeared to experience the most conflict as a result of cultural contact? Explain your choice.

Answers may vary. Possible answers include the following:

- *The natives experienced the most conflict because of dispute over the use of the natural resources of Brazil.*
- *The Africans that arrived as slave labour experienced the most conflict because of harsh treatment.*

Part B

The People of Brazil

Across

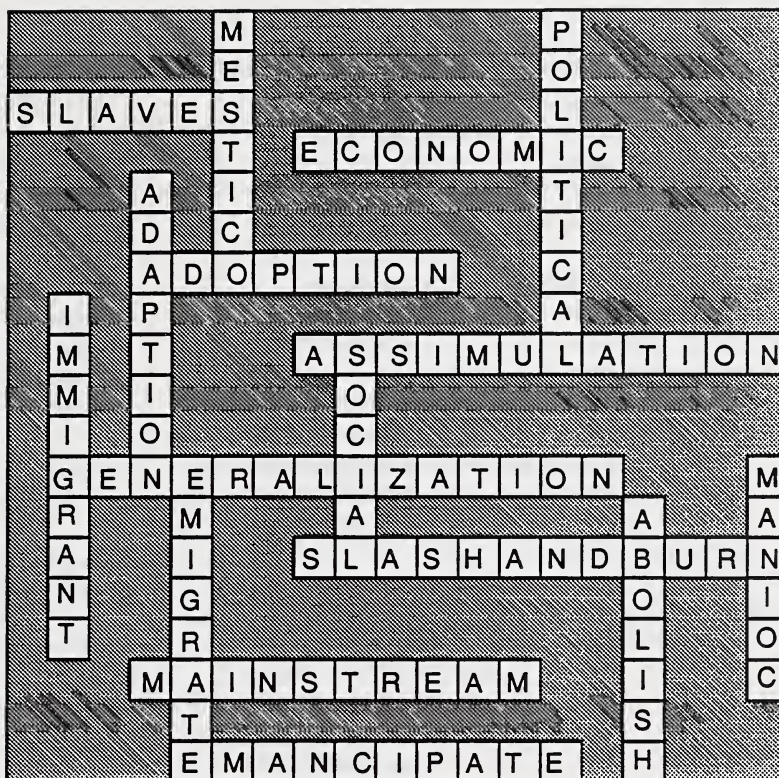
5. people who are the property of others
6. having to do with the use of resources and making of money
8. borrowing of ideas or ways of doing things
10. becoming part of a larger whole – to lose or combine your original culture with another
12. a general idea or statement taken from the facts
16. a type of farming where trees are cut down and burned to provide a space for the farm land
17. the majority of people and the way most of the people think and act
18. to free from slavery or restraint

Down

1. a person of mixed European-native parentage
2. having to do with government and decision making
7. changing the way you think or the way in which something is done
9. people who have come from another country to make a new home
11. having to do with relating to other people, customs, religions
13. to leave one's own country to settle in another
14. a potato-like root used to make flour for bread, farine, and tapioca
15. to do away with completely

Word list

abolish	assimilation	generalization	mestizo
adoption	economic	immigrant	political
adaption	emancipate	mainstream	slash-and-burn
slaves	emigrate	manioc	social



Enrichment

Part A

1. Draw a cartoon, or a series of pictures which show the results of contact between two or more cultural groups in Brazil.

Expect a wide variety of pictures and cartoons from the students. Possible answers may include the following:

- *The drawing may show a change in life-style and/or a conversion to the Portuguese language and Catholic religion by immigrant and native groups.*
- *The drawings may show an adoption of contributions of native and immigrant groups to Brazil. For example, the use of slash-and-burn agriculture may be included.*

Part B

2. Complete the following chart to compare Canadian multiculturalism with Brazilian multiculturalism.

Answers may vary. Some suggestions for possible answers follow.

	Brazil	Canada
Who came?	<ul style="list-style-type: none"> • <i>Europeans</i> • <i>Asians</i> • <i>Africans</i> 	<ul style="list-style-type: none"> • <i>Europeans</i> • <i>Asians</i> • <i>Africans</i> • <i>South Americans</i> • <i>Central Americans</i>
Where did they settle?	<ul style="list-style-type: none"> • <i>initially in the Northeast coastal areas – in cities and on plantations</i> • <i>then in the South and Southeast on farms and in the cities</i> • <i>since 1960s on farms in the interior and in the major cities</i> 	<ul style="list-style-type: none"> • <i>initially in the East – along major water routes</i> • <i>then in cities along west coast and in areas of the prairies where farmland was opened up</i> • <i>Today, most settle in major cities, although some settle in the North.</i>
Reasons for emigration	<ul style="list-style-type: none"> • <i>to own land</i> • <i>to find work</i> • <i>to open a business</i> • <i>for religious freedom</i> • <i>for political reasons</i> • <i>Africans forced to come as slaves</i> 	<ul style="list-style-type: none"> • <i>to own land</i> • <i>to find work</i> • <i>to open a business</i> • <i>for religious freedom</i> • <i>for political reasons</i>

	Brazil	Canada
Effects of cultural contact	<ul style="list-style-type: none"> • <i>assimilation – all cultural groups forced to adopt the Portuguese language and encouraged to adopt the Catholic religion</i> • <i>loss of cultural separateness</i> • <i>multiculturalism – a blending of aspects of the immigrant and native cultures into the mainstream</i> • <i>natives forced onto reserves or into mainstream and in conflict with mainstream society at present; some groups have been annihilated</i> 	<ul style="list-style-type: none"> • <i>assimilation – encouraged to adopt one of two official languages</i> • <i>multiculturalism – encouraged to retain cultural identity and customs (today) – blending of aspects of immigrant and native groups into mainstream society</i> • <i>natives forced onto reserves or into mainstream; at times, in conflict with mainstream society over land claims and official status</i>
Contributions	<ul style="list-style-type: none"> • <i>opened up interior and the North</i> • <i>brought cultural changes – arts, dance, food, words, music customs, etc.</i> • <i>began businesses to provide services, especially in cities</i> • <i>provided a labour force for development of the natural resources</i> 	<ul style="list-style-type: none"> • <i>opened up interior and the North</i> • <i>brought cultural changes – arts, dance, food, words, music, etc.</i> • <i>began businesses to provide services, especially in cities</i> • <i>provided a labour force for development of the natural resources</i>

3. Write three conclusions about the similarities and differences between Canadian multiculturalism and Brazilian multiculturalism.

Answers will vary. Some possible answers follow:

- *Brazil and Canada are both multicultural nations.*
- *Brazil and Canada encouraged immigration.*
- *Brazil and Canada used immigrants to help populate the country.*
- *Brazil and Canada provided hope of owning land to immigrants.*

Section 1 Assignment

1. Write a paragraph about the life-style of the natives in Brazil. Begin the paragraph by writing a generalization stating whether the changes in the native life-style have been positive or negative. Use statements from the readings to support your answer. A good paragraph will include your generalization, two or three examples to support your position, and a concluding sentence.

Answers will vary. Check that the student has written a clear and convincing paragraph on whether the changes in the native-Brazilian life-style have been primarily positive or negative.

2. Complete the chart on the following page to summarize what you have learned about the people of Brazil.

Student answers should include the information on the following chart.

	Portuguese	Natives	Europeans	Africans	Japanese	Lebanese
Place of origin	<ul style="list-style-type: none"> Portugal 	<ul style="list-style-type: none"> Brazil 	<ul style="list-style-type: none"> Italy Germany Poland Russia Switzerland 	<ul style="list-style-type: none"> West Africa Angola Mozambique 	<ul style="list-style-type: none"> Japan 	<ul style="list-style-type: none"> Lebanon
Area of Brazil in which large groups now live	<ul style="list-style-type: none"> Southeast 	<ul style="list-style-type: none"> North 	<ul style="list-style-type: none"> South Southeast 	<ul style="list-style-type: none"> Northeast 	<ul style="list-style-type: none"> Southeast Northeast 	<ul style="list-style-type: none"> cities
Major economic activity (work)	<ul style="list-style-type: none"> government plantations business 	<ul style="list-style-type: none"> agriculture 	<ul style="list-style-type: none"> agriculture ranching small business 	<ul style="list-style-type: none"> labourers 	<ul style="list-style-type: none"> small business agriculture 	<ul style="list-style-type: none"> small business
Contributions to the larger society	<ul style="list-style-type: none"> language religion laws government 	<ul style="list-style-type: none"> slash-and-burn type of agriculture life-style appropriate to climate foods hammock 	<ul style="list-style-type: none"> food, words, arts, music business practices 	<ul style="list-style-type: none"> labour customs parts of religion 	<ul style="list-style-type: none"> methods of business food production 	<ul style="list-style-type: none"> services

3. Prepare a speech to the United Nations explaining why the assimilation of people into the mainstream of Brazilian society has been so successful. You are trying to convince the United Nations to use the Brazilian method as a model for the rest of the world. Write out your speech in the space provided. It should be approximately one page in length.

Answer will vary.

Look for quality of speech and presentation. The important factors used in the assimilation of people into the Brazilian society was the adoption of the Portuguese language and the adoption of Catholicism. The Portuguese culture predominates in laws and customs. Also, intermarriage between groups was common.

Examples to support the notion of forced assimilation should be supplied from the case of the German or Japanese immigrant groups.

The students should explain that the culture of Brazil today is a mixture of cultures, and they should supply examples of what each group contributed.

Section 2: Human Geography of Brazil

Key Concepts:

- human geography
- population patterns
- resource development
- transportation
- communication

Upon finishing this section students should

- be aware of Brazil's size and population in comparison to major world countries
- be able to identify the most populated areas within Brazil
- draw conclusions about basic relationships between population patterns and the physical geography of Brazil
- determine some of the problems and effects of rapid population growth in Brazil
- be able to categorize information to develop concepts regarding settlement patterns in Brazil relating to the development of resources
- acquire information to compare the standard of living between the rich and poor within Brazil
- observe how improved transportation affects resource development and the life-style of native groups in Brazil
- understand how improved communication has affected population patterns in Brazil

Teaching Suggestions

- An overhead projector and transparencies can be used with the population statistics and graphs in the activities.
- Students can be given different graph activities to make either bar graphs or pie graphs from statistics given.
- The Brazilian view on population growth in Activity 2 could be read to the class. Students could then debate or have a group discussion over concerns related to Brazil's population growth.
- The different types of industries in Activity 3 can be aided by having students review these from Module 1.
- Filmstrips or videotapes can be shown for Activity 4 to help show the contrast between rich and poor within Brazil.
- When teaching Activity 5 on transportation, you can get the students to relate their knowledge of Canada and have them compare it to Brazil. How does the building of the Canadian Pacific Railroad (as studied in Module 4) compare to the BR364 Highway or other major road projects?
- Communication, as well as transportation, can be compared to Canada as both countries have vast areas that are sparsely populated – Brazil has the Amazon rain forest and interior while Canada has its northern regions. New technology can be discussed in improving communication for both of these countries.

Section 2 develops student knowledge of human geography by examining population patterns such as demographics and migration. It also examines how Brazil uses its natural resources to develop its industries, explains what these industries are, and states where they are located. Finally, Section 2 provides information on transportation and communication and states how these have affected the development of the human geography of Brazil.

Section 2: Activity 1

Note: Demographics from other countries are given for comparison purposes.

1. Which world country has the largest population?

China has the largest population of all world countries.

2. How does the area of this country compare in size to Brazil's area?

China is slightly larger than Brazil.

3. Compare the area of Brazil to the area of Canada.

Canada is slightly larger than Brazil.

4. How many times larger is Brazil's population than Canada's population?

Brazil's population is 6 times larger than Canada's population.

5. Compare the area of the United States to Brazil.

United States is slightly larger than Brazil.

6. Compare the population of the United States to Brazil.

United States' population is about $1\frac{1}{2}$ times larger than Brazil's population.

7. Give a statistic to show that Brazil has a much larger population than other countries in South America.

Answers may vary. Possible answers may include one of the following:

- *Argentina's population is 32 million; Brazil's population is 141 million; therefore, Brazil's population is about 4 times larger.*
- *Brazil's population is 4 times larger than Argentina's.*
- *Brazil's population is 4 times larger than Colombia's.*
- *Brazil's population is 7 times larger than Peru's.*

Look for the student to compare the relative populations of South American countries.

8. Write three general statements showing the relationship between size of population and the area of countries.

Answers may vary. The following are some examples:

- *Brazil is a relatively large country about the size of the United States or China.*
- *Brazil has a population about $\frac{1}{6}$ the size of China's.*
- *Brazil has a population about $\frac{1}{2}$ the size of U.S.A.'s.*
- *Brazil has a population about 6 times larger than Canada's.*

9. Use what you already know about the climate, geography, and people of Brazil to make three hypotheses about the pattern of Brazil's population distribution.

Answers may vary. Students may include the following hypotheses:

- *The majority of the population live where the climate is best.*
- *The majority of the people live in the coastal lowlands.*
- *The Southeast is the most densely populated area.*

10. In which areas do the largest concentration of population live?

The northeast and southeast regions contain the majority of Brazil's population (72.5 percent).

11. Which area has the lowest concentration of the population?

The North has the lowest concentration.

12. Write three observations which you can make from these comparisons.

Answers may vary. Student answers may include the following:

- *The most population is centred in the South and Southeast.*
- *The largest land area (the North) is the most sparsely populated.*
- *Over 85 percent of the population lives in less than 50 percent of the total land area.*

13. Into what regions is further expansion likely?

It is the Central-West and North regions that will likely get the further expansion.

14. What problems would be encountered in getting people to move to sparsely inhabited areas?

Answers may vary. Students may include that the people would be faced with lack of roads, jobs, and services, and would be separated from family and friends.

Section 2: Activity 2

1. Brazil has a rapidly growing population. Give two reasons why this is so.

Brazil has a rapidly growing population due to its large birthrate and low death rate.

2. What kinds of future planning would the government have to do in order to provide for this population increase?

They would have to plan for housing, sanitation services, medical facilities, education, and employment.

Note: This question is an hypothesis designed to have the student extend their thinking skills.

3. Using the population figures provided for these countries, calculate the year and the expected population for the doubling time for each country.

	Population in 1989	Doubling Time	Year	Population
Canada	26 000 000	65 years	2054	52 million
U.S.A.	245 000 000	72 years	2061	490 million
China	1 085 000 000	60 years	2049	2170 million
Brazil	141 000 000	32 years	2021	282 million

Note: The concept of overpopulation might lead itself into multifaceted discussion. Questions could be pondered or researched such as

- When is a population too large?
 - What responsibility does a country have for limiting its population?
 - Which areas of the world have the shortest doubling time?
 - What methods can or should be used to control population explosions? (China has recently (1990) imposed strict penalties against families who have more than one offspring.)
4. What problems might be created by rapid increase in population?

There would be a great need for housing, jobs, and medical services.

5. What problems might be solved by a rapid increase in population?

Answers may vary. Problems that might be solved include labour shortage and defending outlying areas (military).

6. One way to look at a rapid population increase is to look at some of its effects. The statements which follow identify some of the effects of rapid population growth. In the space provided after each statement, write one question which you might ask about each statement. The first one is done for you.

- a. Brazil will have to feed more people.

Does Brazil have good enough soil to grow more food?

- b. Brazil will have to put more land under cultivation or share the present amount of land among more people.

Possible answers may include the following:

- *Will the land now being used support more people?*
- *Will the people who now farm the land want to share what they grow with other people?*

- c. More Brazilians will mean more houses will have to be built. This will mean a need for a larger amount of electricity, running water, sewer systems, and other services.

Possible answers may include the following:

- *Where will the land and resources for this come from?*
- *Where will the houses be built?*
- *What will the houses be like?*

- d. More Brazilians will need education and employment.

Possible answers may include the following:

- *How will these be provided?*

7. In the preceding article, what is the main idea about Brazil's large population?

The articles' main idea is that the large population is beneficial.

8. What problems were mentioned in regard to Brazil's population?

Problems mentioned in the article are in regard to people who live in overcrowded areas (i.e., the cities) and the fact that money is needed to relocate large numbers of people.

9. What are some solutions to solve the problems that were mentioned?

The solution for overcrowded cities is to move people from the coast to the interior. The solution for the lack of money is to borrow it.

Section 2: Activity 3

1. What is the main idea in the reading?

Answers may vary.

The student answers should contain the following idea: Brazil does not profit as much as it could from development because large amounts of money go outside the country, and the local economy does not benefit very much from development. Also, foreign debt and foreign companies controlling the development of Brazil's resources has left Brazil with less control.

Note: You or the students may want to consult an almanac for statistics on companies which own resources or are assisting in the development of Brazil.

2. Use the following chart to explain the positive and negative effects of developing the North.

Answers may vary. Students may include some of the following.

Positive	Negative
<ul style="list-style-type: none"> • new industries • farms • growing of more food • homes for landless peasants • revenue from minerals 	<ul style="list-style-type: none"> • deforestation • destroys soil • destroys environment • destroys livelihood of natives • Ranches have used violence to protect extract reserves.

3. List the ways in which the government has tried to encourage economic development of the North.

The government has encouraged development by

- establishing a free zone in Manaus
- providing exemption from federal taxes
- distributing chain saws
- giving 50 hectares of land to Brazilians to farm
- creating extract reserves in Acre
- prohibiting tree cutting

4. In your opinion, how effectively will the government programs provide for the long term needs of the following:

Answers may vary. In this question student opinions are sought. The following are ideas which the students may use to justify their answers.

- a. the urban poor

Movement to the interior is encouraged.

- b. the natives

Reserves have been set up.

- c. the physical environment

Tapping reserves have been set up.

- d. the foreign debt

Payment has been suspended.

- e. overall economic development

Development is encouraged in many ways in the rain forests; however, it is not encouraged in the cities. Foreign debt is large as a result of attempts at development.

5. Which region of Brazil tends to have the most industries?

The South and the Southeast have the most industries. Answers may vary.

6. How would a variety of secondary industries affect employment rates?

Employment rates would improve (unemployment rates would decrease).

7. How would a variety of secondary industries affect availability of goods and services in urban areas?

The availability of goods and services would likely increase.

Section 2: Activity 4

1. Write a definition for the “trickle-down effect.”

Answers may vary. The definition should include the idea of the rich making more and more money and the poor benefitting from this situation.

2. Has this worked in Brazil?

No, the economic miracle has actually worsened the gap between rich and poor.

3. Where does the largest group of poor people live?

They live in São Paulo and Rio de Janeiro.

4. Poverty and luxury exist side by side in the cities of Brazil. Explain what is meant by this statement.

In the same city some very wealthy people live across the street from favelas.

5. Describe how an abandoned child would survive in a Brazilian city.

Answers will vary. Look for the notion of street children taking menial jobs and joining gangs.

6. Why did so many of the rural poor move to São Paulo?

They moved to work in the factories.

7. What problems did this migration of people into São Paulo create?

They had insufficient housing, running water, sewage systems, and electricity. They also had disease and crime.

8. Why do you think crime is such a problem in the cities of Brazil?

Student opinions are sought. One possible answer is that there are no legal means to obtain acceptable food, shelter, and life-style.

9. Which group of people is most affected by the problems in São Paulo?

The poor are most affected.

10. Which group of people is most protected from the problems in Brazil's cities?

The rich are most protected.

11. What is meant by the statement "Society is divided"?

There are many who are very rich, and there are many who are very poor.

12. Brazil has a high income concentration. This means that a small number of people have the most economic power. This is shown in the following cartoon.

Explain, in your own words, what the cartoon is saying about the discrepancy between the rich and the poor.

Student opinions are requested. Look for student understanding that the few rich have the largest amount of wealth while the many poor have the smallest amount of the wealth.

13. Why do unofficial Brazilians exist?

The parents are too poor to pay to register them. Students might also point out the exploitation of poor.

14. Why do you think the text describes Brazil's economy as stagnant (page 93)? Use quotes from the text to explain your answer.

Many problems face Brazil which slow down the country's economic growth. Many Brazilians face underemployment, unemployment, poor income distribution and low standards of living. There is high inflation. Brazil owes a lot of money, so foreign companies are afraid to invest in this nation. Banks do not wish to lend much more money to Brazil. In order to borrow money, Brazil must pay very high interest rates which puts the country deeper into debt.

15. Why are tenant farmers being forced off the land by the owners?

Owners want to plant sugar which is more profitable.

16. Why have labour unions in Brazil been unable to improve the working conditions of the poor?

They are not popular with the rich, so those who speak out endanger their lives.

17. What kind of job security is there for a worker in the cotton or sugar cane industry?

There is little or no security. If a crop fails they are unemployed. Migrant workers often follow a circuit of picking crops when the crops are ready. They are usually poorly paid and have no job security. Often, they become heavily indebted to companies by borrowing against their earnings. You may want to have a discussion about whether or not a welfare system or a set of laws protecting these workers might help.

18. In the section "Slash-and-Burn Farming" what two issues are raised by the increased use of the forests for farmland?

The following issues are raised:

- *New settlers are cutting down the forests at alarming rates.*
- *Large landowners and cattle ranchers may push the new settlers off the land.*

19. Why is it hard for the fishermen of the Northeast to earn a living?

The beaches are off limits to them. Large companies have better fishing methods so it is hard for them to compete.

20. Why did the economic miracle end for Brazil?

The creditors (lenders) wanted their money back.

21. What effect did the end of the economic miracle have on the poor?

It resulted in unemployment and further poverty.

22. What is the “greatest obstacle to economic growth in Brazil”?

Education is needed.

23. How have skilled jobs been filled in the past?

Jobs were filled with foreign workers.

24. Give one example of the class system which existed in Brazil.

Education was reserved for the Portuguese upper class.

25. Compare the schools of the north and northeast to the schools of the south and southeast. Write down as many comparisons as you can find.

Answers will vary. See examples given.

North and Northeast	South and Southeast
<ul style="list-style-type: none"> • More than 50% of all teachers in the region haven't finished primary school. • More than 60% of the population is illiterate (only 40% are literate). • Dropout rate of primary school is high. • Children sometimes cannot attend school because of family duties. • Only 33% of students reach grade six. • There are not enough classrooms. • Access to schools can be difficult (i.e., travel by canoe). 	<ul style="list-style-type: none"> • State budget (São Paulo) is greater than the rest of the country combined. • More than 85% of the population can read (São Paulo). • Children are often sent to private schools.

26. Where in Brazil is the best health care provided?

Health care is best in the cities such as Rio de Janeiro, São Paulo, and Recife.

27. Why is it important to know how many doctors per 10 000 people there are in a country?

It shows how well the doctors can care for the population. The more patients a doctor has, the less care the doctor can give to each patient.

28. List two of the most common diseases found in Brazil.

The two most common diseases are stomach ailments (gastrointestinal diseases) and malaria.

29. a. Which social group has the worst health problems?

The poor have the worst health problems.

- b. Why do you think this is so?

They must rely on what the government provides as they are unable to pay for their own health care.

Section 2: Activity 5

1. Write two generalizations which summarize Brazil's main reasons for building roads.

Answers may vary. Students may include the following generalizations:

- *Major roads connect cities.*
- *Major roads connect resource areas with area of population.*

2. Which type of natural resource development do you believe relies most heavily on the road system of Brazil? State the evidence which leads you to this decision.

Student opinions are sought. Try to ensure that a logical connection is made between the choice and the evidence used to support the choice.

3. What product prompted the building of railroads into the interior of Brazil?

Coffee prompted the building of railroads.

4. Why didn't the railway lines solve the problem of linking the different regions of Brazil?

They were built only short distances inland to connect the resources with the coast.

5. Give two reasons why you believe that Brazil has the largest fleet of privately owned airplanes in the world.

Student opinions are sought. Some examples include

- *Brazilians have to travel large distances.*
- *Brazilian road systems are unreliable.*

6. Which type of transportation has helped to unify Brazil the most? Find a quote which answers this question.

Air travel was the type of transportation that helped unify Brazil. See page 87 for quote on the airplane.

7. What comparisons are there between the development of transportation in Brazil and Canada?

Both countries require efficient transportation over large areas of land where few people may live. Providing efficient, reliable transportation to all regions has not yet been fully achieved.

8. Have you ever moved from a small town to a big city?

Answers will vary.

9. What kind of things would excite you?

Answers will vary.

10. What kind of things would frighten you?

Answers will vary.

11. Complete the chart below to show the changes that the improvements in communication and transportation have brought to Brazil. Categorize these as either positive or negative changes.

Answers will vary, as will determination as to a positive or negative effect.

Positive Changes	Negative Changes
<ul style="list-style-type: none"> • <i>allowed quicker easier access</i> • <i>allowed knowledge of outside world</i> • <i>less isolation</i> • <i>improved resource transportation</i> 	<ul style="list-style-type: none"> • <i>end to cultural isolation</i> • <i>increased speed of destruction of rain forest</i> • <i>increased discontent amongst workers – less willing to be satisfied with poverty</i>

Section 2: Follow-up Activities

At this point in the section, the activities are separated into two strands: Extra Help and Enrichment. If students had some difficulties understanding the concepts in the activities, it is recommended that they do the Extra Help. If students had a clear understanding of the concepts and had few difficulties completing the activities, it is recommended that they do the Enrichment. As the learning facilitator, you should assist students in choosing the appropriate path.

Extra Help

Part A

Directions:

Fill in the blanks in the sentences below. If this is done correctly you will have completed a summary of the main ideas of Module 6: Section 2. All of the words which you will need are included in the word list which follows. Each word will be used only once.

Word List

debt	settlement	migrating
BR364	Amazon	Braslia
communication	north	south
southeast	interior	rain forest
environment	incentives	primary
industries	health	education
poverty	increasing	whites
rural	cities	density
distributed	kilometres	million
resources	human	northeast

This section has been about the human geography of Brazil. This involves how people use their natural resources to meet their basic needs.

Brazil has a population of 154 million people. Brazil is a large country whose land area covers approximately 8 500 000 square kilometres. This gives Brazil a population density of 17 people per square kilometre. Three-quarters of Brazil's people live in cities like São Paulo. The remaining one-quarter live in rural areas. The majority of Brazil's population is made up of "whites," who can trace their ethnic origins back to countries in Europe, like Portugal. The greatest density of population is found in the south and southeast regions of the country, especially along the Atlantic coast.

Brazil's population is rapidly increasing. This large population requires housing, jobs, and education. Great contrasts exist in the standards of living of the people. It can be said that income in Brazil is not equally . Some people live in great luxury, while large numbers live in poverty. Many of the poor live either in the northeast region or in the cities. Many problems result from overcrowding in the cities. The Brazilian government believes the solution to its "people" problems lies in opening up its interior and industrializing.

The government is trying to educate the people so that they can improve their life-styles. Eighteen per cent of every state's budget must be spent on education. Still, better education and health care are more readily available in the cities than in the rural areas.

Brazil is attempting to industrialize. Brazil wants to make use of the abundant natural resources to develop the country's industries. Brazil is rich in minerals like bauxite and has great forested areas. At present, large portions of Brazil's labour force work in primary or service industries. Development of the Amazon rain forest and the country's minerals is now taking place in the central and north regions of Brazil. This development began with the building of Brasília, Brazil's capital located in the interior. Transportation and communication networks are being developed in Brazil to make it easier for people to travel to the interior to settle. Previously, water routes, like the Amazon River were the best way to travel. Brazil has begun constructing major highways, like BR364, to make access to the interior easier. Improved air transportation is also important.

Many people are taking advantage of this easy access and are migrating to the interior in search of jobs, land, or a better life-style. The Brazilian government has offered many incentives to the poor, ranchers, and miners if they will help develop the natural resources. Brazil has also borrowed large sums of money from the World Bank and other countries, so that Brazil now has a large foreign debt.

Brazil's human geography looks at how human settlement patterns have changed the physical environment of Brazil.

Part B

Complete the two crossword puzzles which follow. They will remind you of important words and concepts which you learned in Section 2. Review the notes in the activities for Section 2 before completing these puzzles.

Population Terms

Across

1. The number of people found in every square kilometre is called the population _____.
4. type of industry which finds natural resources, e.g., farming
7. number of people who die for every 1000 of the population
8. uninterrupted settlement which causes cities to appear joined together
10. A large increase in a population over a short period of time is called a population _____.
11. average number of years that a person is expected to live
12. the poor of Brazil who have not benefited from the economic miracle

Down

1. number of people living in every square kilometre of a country if the population was distributed evenly
2. number of children born per every 1000 in a population
3. amount by which a population grows naturally, birthrate minus death rate equals _____
5. number of years it takes for something to grow to twice its size
6. types of industry which change raw materials into a finished product
9. This means "for every person," we use it to say how much income each person would get.

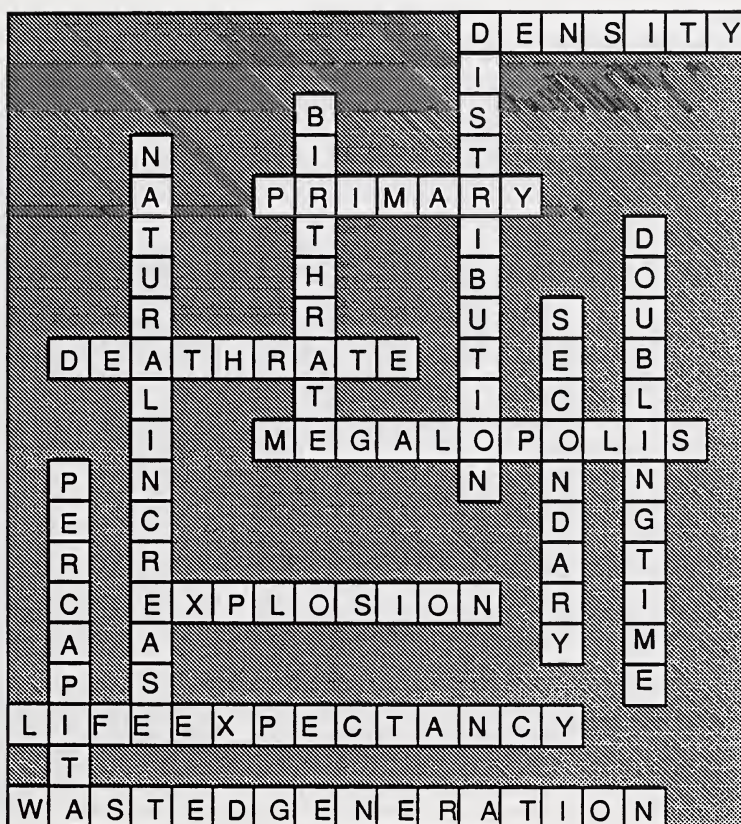
Word List

birthrate
density
death rate
distribution
doubling time

explosion
life expectancy
megapolis
natural increase

per capita
primary
secondary
wasted generation

Population Terms



Learning about Brazil

Across

1. the study of relationships that develop as people respond to and shape their environments
4. people, the people who work
7. the great increase in the Brazilian economy in the 1980s
9. type of industries which provide services to people
10. to try and influence someone, to try and convince someone of something
11. _____ is a land of contrasts.
12. not adequately or fully employed
13. the process of increasing the amount of secondary industry in a country

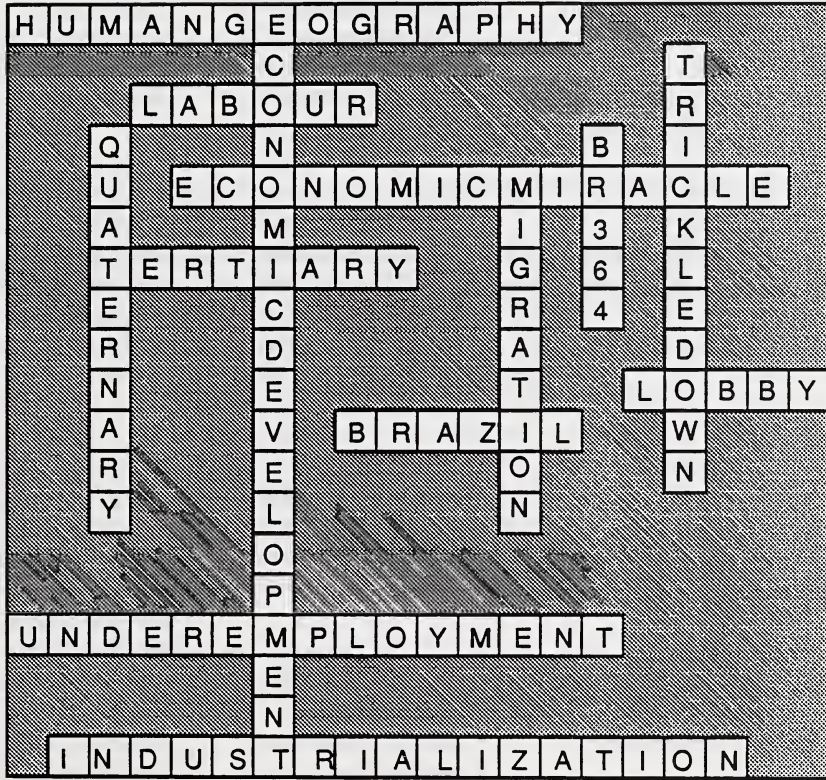
Down

2. development of the land, labour, and capital of a country
3. an effect where because the rich are getting richer, so will the poor
5. type of industry involved with communication and planning
6. a major highway built through the rain forests of Brazil to link east to west
8. to move from one place to settle in another

Word List

Brazil	industrialization	quaternary
BR364	labour	tertiary
economic miracle	lobby	trickle down
economic development	migration	underemployment
human geography		

Learning about Brazil



Enrichment

Part A

- Many similarities exist between Canada and Brazil. This can particularly be seen in the issues and geography of the two countries. Complete the chart below to outline some of these similarities. Some sections have been started for you. Please feel free to add to these sections.

Issue/Geography	Canada	Brazil
Native Land Claims	Groups of Canadian natives, like the Lubicons, are lobbying the government for changes in land ownership.	<i>Groups of Brazilian natives, like the Kayapo, are lobbying for changes in land ownership and development.</i>
Resource Development	<i>Canada has large areas rich in natural resources which have not been fully developed. These are mostly in the North.</i>	Brazil has large areas rich in natural resources that have not been fully developed. These are in the north and centre of Brazil
Population	Canada is a large country with a low population density. Parts of Canada are sparsely populated.	<i>Brazil is a large country with a low population density. Parts of Brazil are sparsely populated.</i> <i>Brazilian cities are very densely populated.</i>
Importance of Transportation	<i>Transportation is crucial. It joins vast areas of country and resources to industries and joins industries to markets.</i>	<i>Transportation is crucial. It joins vast areas of country and resources to industries and joins industries to markets.</i>

Issue/Geography	Canada	Brazil
Varied Topography	Canada's geography includes mountains, prairies, tundra, and the rocky Canadian Shield. Canada has many rivers.	<i>Brazil's topography is also varied; it includes mountains, plateaus, plains, and many rivers.</i>
Multiculturalism	<i>Natives form a small portion of the population. A great deal of mixing of cultures has taken place. Adaptions and adaptations from every culture is evident.</i>	<i>Natives form a small portion of the population. A great deal of mixing of cultures has taken place. Adaptions and adaptations from every culture is evident.</i>

2. Using the information gathered on the previous chart write a short report comparing Canada and Brazil. In the report, outline how the two countries are similar and how they differ.

There are many similarities. Ensure that the student uses the chart information to supply evidence for each statement. Three paragraphs would be an appropriate length.

Part B

3. The government proposes a solution to the problem of overcrowded cities. The North has resources. The North has a low population. The cities have few jobs and many homeless. The cities have high unemployment and a high crime rate. The government proposes to move some of the people out of the cities into the North.

Choose either option one or two. In either case, remember that your audience will be the people from the favelas.

Option One

Assume you are the Brazilian government's minister in charge of developing the North. Draw a poster which encourages people to come and settle the North.

This activity allows students the opportunity for creativity and nonverbal expression of ideas.

Look for evidence of understanding of push and pull factors. Push factors (such as poverty, lack of housing, unemployment, and lack of land) encourage people to leave. Pull factors (such as free land, tax-free status, better communication, and transportation) encourage people to go to a new area.

Option Two

Assume you are the Brazilian government's minister in charge of developing the North. Complete a one minute radio ad encouraging people to come and settle the North. Record this on your audio tape recorder or write out what you would say in the space provided.

Look for evidence of understanding of push and pull factors.

Section 2 Assignment

1. How would you describe the rate of population growth in Brazil?
(high, low, moderate)

Brazil has a very high rate of population growth. (The doubling time is 32 years.)

2. What problems is the rate of population growth in Brazil creating?

Answers will vary. Rapid population growth puts pressure on the need for housing, medical services, and employment. Many poor people crowd into Brazil's cities. Brazil needs to develop more of its resources to provide for all its people.

3. Compare Brazil's population distribution with Canada's. What similarities are there? Consider which regions are more populated and which have fewer people. You should also discuss what percentages of the population can be classified as urban and rural for each country.

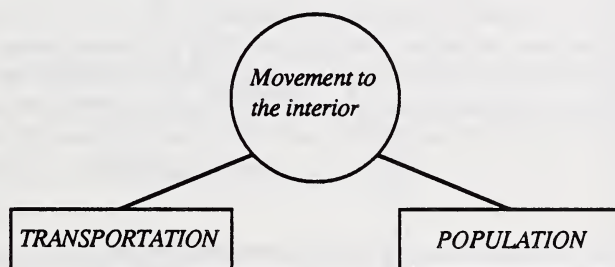
Answers will vary. Both countries have vast unpopulated areas. Brazil has its population crowded along the coastal cities. In Canada the heaviest populated area is in southern Ontario and Quebec along the Great Lakes in the Saint Lawrence Seaway area. Brazil needs people in the interior. Canada needs people in its northern areas. Increasing urbanization has seen population in both countries crowd into the cities. Government incentives, such as building Brasília to get people to move to the interior, might be mentioned in comparison to the decentralization of provincial governments that provinces like Alberta and Saskatchewan are attempting.

4. Draw a mind-map or web of ideas to show the interconnections which make up human geography. Human geography is the study of the relationships that develop as people respond to and shape their physical and social environments. These relationships include such things as:

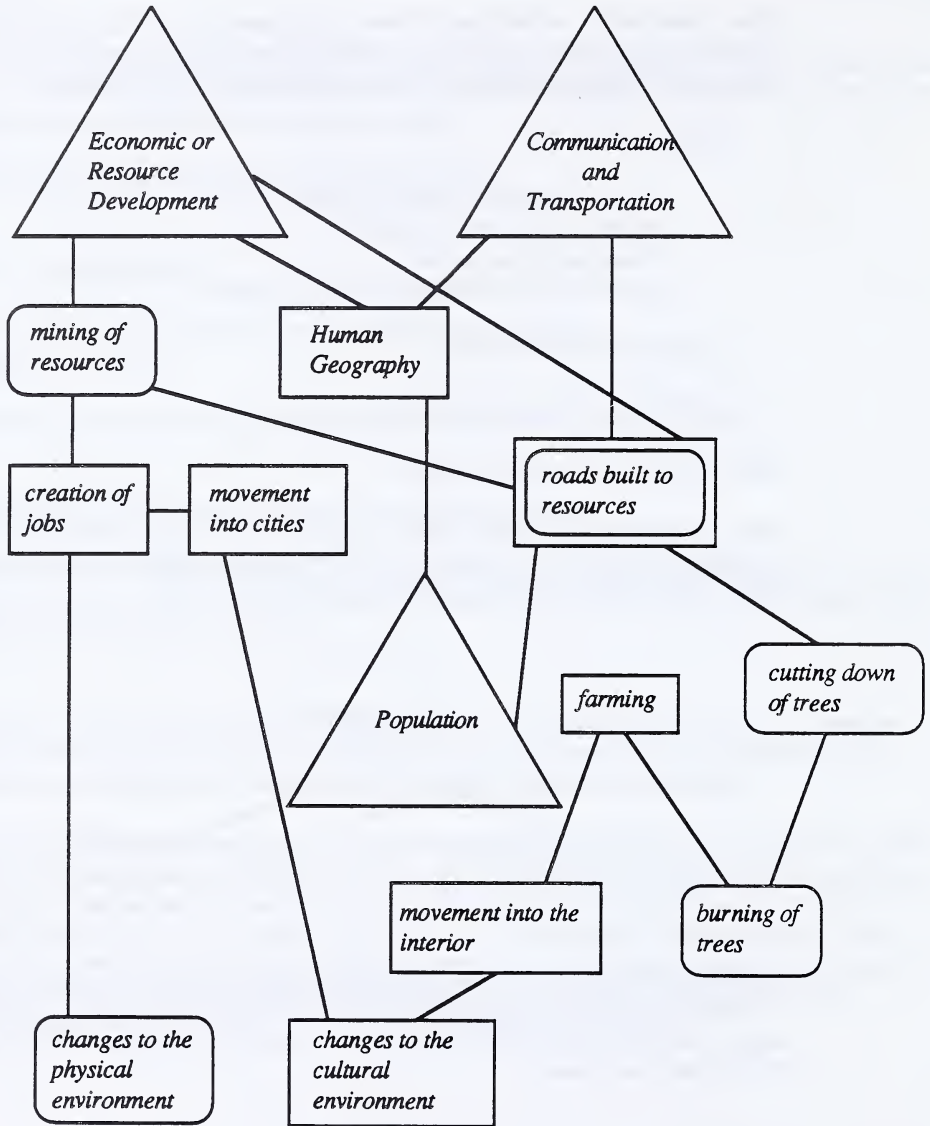
- population patterns
 - cultural background of the population
 - regions where cultural groups live
 - where people live and why
 - the density of the population in various regions
- resource use and development
- transportation and communication

Make your web as complete as possible.

Answers may vary. The purpose of this assignment is to have the students show understanding that an action taken in one area of human geography will have an effect on another area. This will be demonstrated by lines connecting thoughts to more than one area.



The students should be able to demonstrate knowledge of the three main areas: population, economic or resource development, and communication and transportation. The student should be able to name at least three relationships and interconnections for each of these. The following is an example of some interconnections.



Note: The interrelationships should be between a person's physical and social/cultural environment.

5. Write four conclusions which show how human activities alter the physical geography of Brazil. Provide evidence from your study of Brazil.

Answers will vary.

Each conclusion should include a statement which shows how people have altered the physical landscape or shaped their life-style around the landscape. The following are some examples of statements which students may use:

- *Brazilians grow cotton on plantations and ship it to the textile industries.*
- *Brazilians link their major cities to areas of major resource development by highways.*
- *Deforestation of the rain forests provides jobs for many people.*

Each conclusion must be followed by evidence from this module which supports it.

6. Brazil has completed several major highway projects such as building the BR210 and the BR364. What effects have these improved roadways had on Brazil?

Answers will vary. The effects of improved roadways are widespread and far-reaching. Settlers have moved in and begun clearing the forest areas that bordered the roadways to begin farming. Cattle ranches have been created. People could move into the remote states of Brazil (Acre and Rondônia). Roads have made transporting minerals from northern areas easier and have encouraged further exploration for mineral resources. This has also affected the life-style of the natives as the roads bring modern civilization to their areas.

7. How have communication systems in Brazil been improved since the 1960s?

Air transport is used to speed mail delivery which, in turn, increases postal services and newspaper circulation. Telephone and television signals are now bounced off satellites providing these forms of communication to remote areas. Fax machines are also now used.

8. Improved communication has brought improved awareness to Brazil. How has this affected the people of Brazil?

Rural areas of Brazil are more aware of conditions in other parts of Brazil as well as events from around the world. Some people have moved to more remote areas since the communication allows them to keep contact with people elsewhere. It has also caused some from remote areas to move to Brazil's southern cities to seek out employment, better living conditions, and the excitement these cities have to offer.

Section 3: What Does the Future Hold?

Key Concepts:

- physical geography
- environment modification
- development
- opportunity cost
- foreign debt
- life-style

Upon finishing this section students should

- draw conclusions on how human settlement has and is altering the physical environment of Brazil
- make generalizations about both the beneficial and detrimental effects of modifying the physical environment of Brazil
- acquire information on issues and trends that are likely to influence the relationship between the people of Brazil and their physical environment
- determine both benefits and problems that developing Brazil's resources creates
- understand some of the opportunity costs involved in developing Brazil
- identify some of the problems a large foreign debt gives to Brazil
- become aware of the great contrast in life-style between the rich and the poor in Brazil

Teaching Suggestions

- Group discussion activities can be used for students to examine different problems which Brazil needs to solve.
- Activities 2 and 5 can be done with students taking the parts of the different speakers.
- When dealing with Brazil's large foreign debt you could get students to compare it to Canada's large deficit.
- Have a section on the bulletin board where you post articles the students bring concerning Brazil's economy, deforestation of the rain forest, and other concerns which are in newspapers and magazines. Encourage students to watch for and bring in relevant items.
- Check for filmstrips and videos on these issues and work them into the activities.

Section three examines the issues in Brazil that affect the people's life-style and resource development.

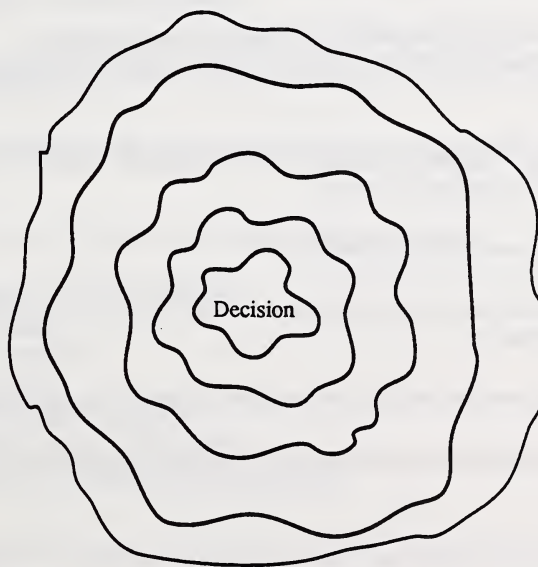
Section 3: Activity 1

1. Using the information outlined in the chapter, list five issues which Brazil faces today and in the future.

Answers will vary; students may list any five of the following issues:

- *the development of the rain forests*
- *the poverty of the majority of the people*
- *crime rates in the city*
- *homeless children*
- *undeveloped resources*
- *the resettlement of the poor outside of the crowded cities*
- *the creation of jobs for the poor*
- *the repayment of the foreign debt*
- *industrial growth*
- *improving the transportation system*

2. Think of a decision which you have recently made. What were the short-term and the long-term effects of this decision? Complete the following diagram by putting the short-term effects closest to the decision and the long-term effects further away from the decision.



Answers will vary. It depends on what decision the student discusses. The short-term effects are the immediate results of the decision, and the long-term effects are the later results of the decision.

Section 3: Activity 2

1. Brazil's government wants development. List the seven reasons the speakers give as to why they want development.

As stated by the speaker, the government wants development in order to

- *provide land for the homeless*
- *provide wealth with the resources*
- *develop the resources with labour*
- *provide wealth by selling materials on the world market*
- *provide jobs and wealth for Brazil*
- *provide power to run industries*
- *protect Brazil from invasion*

2. What types of economic development would be necessary in order to satisfy all the speakers?

Mining, use of the forestry products, clearing land for agriculture, and damming rivers for hydroelectric power would be necessary.

3. Find a quote from the preceding speakers which would indicate that the speaker values the quality of life of people. Write that quote here.

The following are some possible answers:

- *"Land! Brazil has hundreds of thousands of homeless people."*
- *"There is wealth in this development to satisfy all of Brazil's people."*

4. Find a quote from the speakers listed previously which would indicate that the speaker values industrialization. Write that quote here.

The following are some possible answers:

- *"Brazil has the potential to develop great reserves of hydroelectric power to provide energy to her industries."*
- *"We must move the people to the resources so that the development can begin."*
- *"Logging, mining, and agriculture are waiting to be developed in the interior."*

5. Read the following quote, and determine the underlying value.
 “Everyone has the right to an adequate standard of living. This should include food, clothing, housing, medical care, and necessary social services.”

- a. If a person makes this statement, what is the underlying value?

The underlying value may be either people, standard of living, or life-style.

- b. Write a statement this person would likely make regarding the development of the rain forests.

Answers may vary. One possible answer is the following: The development of the rain forests should only be done if everyone’s health and well-being is improved.

6. In the space provided, write down as many reasons as you can think of to develop the rain forests. Many of these ideas may have come from your previous readings on Brazil.

Answers will vary. Students may include some of the following reasons:

- *to provide jobs*
- *to promote new industries*
- *to create wealth*
- *to provide raw materials for industries*
- *to provide land for the homeless*
- *to move some people out of the cities*
- *to protect Brazil from invasion*

This was discussed in Section 1: Activity 3 and in Section 2. The student should be able to supply at least 3 statements.

7. In the space provided, write down as many reasons as you can think of to stop the development of the rain forests.

Answers will vary. Students may include the following reasons:

- *changing of the native life-style*
- *deforestation*
- *ozone depletion*
- *soil erosion*
- *natural resource depletion*
- *depletion of the world’s oxygen*
- *extinction of species of birds and animals*

Note: Question 7 is designed to have the student use thinking skills to review previously learned material.

8. Quote one statement from your text reading which tells you why deforestation is undesirable.

Answers will vary. Students should use quotes which include one of the following themes:

- *It destroys the natives' traditional life-style.*
- *It decreases the number of trees which will decrease Earth's oxygen supply.*
- *The fires from the slash-and-burn agriculture may change the world's climate.*
- *Many species of animals may become extinct.*

*See Page 5 in **Brazil: Land of Contrasts** for the exact quotes concerning these issues.*

Answers for questions 9, 10, and 11 may vary; the following are possibilities.

9. a. How would José Macado most likely answer this question: Should the rain forests of Brazil be developed?

José Macado would likely feel the rain forests should be developed.

- b. What group or person would most likely agree with his statement?

Miners and industrialists would likely agree with his statement.

- c. Identify the value underlying the statement.

One value underlying this statement is that of wealth.

10. a. How would this person most likely answer this question: Should the rain forests of Brazil be developed?

This person would likely be against developing the rain forest.

- b. What group or person would most likely agree with the statement?

The environmentalists would likely agree with this person's statement.

- c. Identify the value underlying the statement.

This person would be concerned with the preservation of nature.

11. a. How would Paiakan most likely answer this question: Should the rain forests of Brazil be developed?

Paiakan would likely be against developing Brazil's rain forest.

- b. What group or person would most likely agree with his statement?

The natives and environmentalists would likely agree with Paiakan.

- c. Identify the value underlying the statement.

Paiakan is concerned with the preservation of nature and human rights in terms of the life-style for native people.

Section 3: Activity 3

1. List two other facts from the graph which would support the statement "Brazil's foreign debt has been rising steadily."

Answers will vary. Ensure that the student choices clearly show an increase in the foreign debt.

The students may include the following examples:

- *In 1980 Brazil owed approximately 64 billion dollars.*
- *In 1981 Brazil owed approximately 73 billion dollars.*
- *The increase in the foreign debt, from 1980 to 1981, is 9 billion dollars. This fact supports the generalization of a "rise" in foreign debt.*

Note: Answers must come from the graph on page 94 of the textbook.

2. List two facts from the chart which support the statement "Brazil is having difficulty paying back its foreign debt."

Answers may vary. Answers must be taken from the graph.

Students may include the following examples:

- *Brazil owes 121.1 billion US dollars.*
- *28 percent of export earnings go to pay for debt.*
- *Brazil possesses the largest foreign debt of the countries listed.*

3. What action has the government of Brazil taken to help put off its problem of debt payment?

It is suspending payments.

4. Explain in your own words what Fernando Gaveira is trying to say.

Answers may vary but should include the idea that Brazilians fear control by foreigners in their decision making.

5. a. In your opinion is Mr. Gaveira in favour of or opposed to developing the rain forests?

Here, student opinions are sought. Either answer is acceptable if it agrees with the reason in part b.

- b. What led you to this decision?

If students are in favour of development, they should include Mr. Gaveira's statement that foreigners are trying to stop development. This implies that it should take place.

If students are against development, they should include Mr. Gaveira's statement that "Europe and America made progress by destroying their environment." The word "destroying" implies it is harmful and shouldn't be done.

6. What problems are created when there is a high inflation rate?

With high inflation money loses its value quickly. The price for goods and services increases rapidly, and wages fall behind. Life becomes more difficult for most workers as they get less for their money.

7. What is the Brazilian government doing to try to reduce the large foreign debt the country has?

It has a plan to reduce the budget deficit. It will cut programs to save money and raise taxes to bring in more revenue.

8. What problems do the average Brazilian workers face as a result of the government's plans?

Workers fear layoffs when government cuts are made. Also, the cost of living usually rises making it more difficult for them to live on their salaries.

Section 3: Activity 4

1. List some of the contrasts between the life-style of the rich (Graca) and the life-style of the poor (Carlos). Include as many examples as you can find to illustrate the contrasts in each of the areas noted in the chart.

Answers will vary. Look for at least one answer in each of the categories as outlined in the following chart. Some inference is necessary to obtain answers to categories containing an asterisk (). This is a possible basis for discussion.*

	Rich (Graca)	Poor (Carlos)
Access to education	<ul style="list-style-type: none"> • <i>private school in Switzerland</i> 	<ul style="list-style-type: none"> • <i>Only one person continued past Grade 6.</i>
Location of home	<ul style="list-style-type: none"> • <i>group of rooms – on beach in Rio de Janeiro</i> • <i>home in Argentina, New York</i> 	<ul style="list-style-type: none"> • <i>hillside – run-down shacks</i>
Access to health services	<ul style="list-style-type: none"> * • <i>health services readily accessible</i> 	<ul style="list-style-type: none"> * • <i>rotting teeth show poor access</i> • <i>sister has a coughing fit – pneumonia</i> • <i>family cannot afford medicine</i>
Day-to-day activities	<ul style="list-style-type: none"> • <i>well dressed, happy, friendly</i> • <i>shopping</i> • <i>school</i> 	<ul style="list-style-type: none"> • <i>shining shoes</i> • <i>helps support the family</i>
Expectations of the future	<ul style="list-style-type: none"> * • <i>opportunities open</i> 	<ul style="list-style-type: none"> * • <i>unemployment</i>

	Rich (Graca)	Poor (Carlos)
Control over own life OR control over the lives of others	<ul style="list-style-type: none"> • father is a bank manager • has a bodyguard, maid, and chauffeur 	<ul style="list-style-type: none"> • Ranchers came and forced them off of the rubber-tree land. • loss of job

The reading was intended to develop empathy.

2. What problems do the poor in Brazil have to deal with?

The poor have problems of unemployment, resettlement, and loss of educational opportunities in order to work. They have very poor housing and a lack of adequate food and medical care. Some are involved with crime.

3. What possible connections exist between the number of poor and the increase in the crime rate?

As more poor people crowd into the cities there seems to be an increase in the crime rate. Kidnapping is becoming more prevalent.

4. Draw two sketches of life in Brazil's city. In the first one show what it would be like to be poor (a have-not). In the second, show what it would be like to be rich (a have).

Answers will vary.

Discuss each of the sketches with the students. Have the students describe the sketches to you explaining why they included what they did.

5. What solution do you propose to the problems between the rich and the poor in Brazil's cities?

Answers will vary.

Look for detailed answers which show the difference between the life-styles of the rich and poor. Look also for an indication of a solution to the problems of the poor such as jobs, new homes, and shared wealth.

6. Why has the Brazilian government not committed more financial resources to help give the poor a better standard of living?

Much money is needed to pay the interest of Brazil's large foreign debt. Also, the government wants to use money for further development or industrialization.

Section 3: Activity 5

1. Each of the speakers in Dialogue 1 identified a problem facing Brazil. How would you rank these problems? Start with the most severe problem first.

Answers will vary.

Student opinions are asked for. This would be a good basis for improving the students' discussion skills.

2. In Dialogue 2 the main speaker asked this question: "So how do we find a solution?" Identify the underlying value of each responding speaker.

Answers may vary. Some possible answers include the following:

Speaker a. *decision making*

Speaker b. *human rights*

Speaker c. *the collective good*

Speaker d. *the environment*

Speaker e. *development, quality of life*

3. Organize the responses to the main speaker's proposal to develop the rain forests in the chart below. State the reason given for each response.

Answers may vary slightly in wording but should include all of the following ideas.

Reasons for Yes Answers	Reasons for No Answers
<ul style="list-style-type: none"> • <i>many resources to be developed</i> • <i>to move resources to markets</i> • <i>to provide homes for the homeless</i> • <i>so Brazil can become a rich, respected country</i> 	<ul style="list-style-type: none"> • <i>destruction of native homeland</i> • <i>deforestation</i> • <i>poor soil; erosion</i> • <i>speeding up of greenhouse effect</i>

4. From the reasons you've listed in question 3, choose one which supports

a. human rights

- *destruction of native homeland*
- *to provide homes for homeless*

b. development

- *to move resources to markets*
- *so Brazil can become rich and respected*
- *many resources to be developed*

c. environmental concerns

- *deforestation*
- *soil erosion*
- *greenhouse effect*

d. equal access to wealth

- *homes to the homeless*

Section 3: Follow-up Activities

At this point in the section, the activities are separated into two strands: Extra Help and Enrichment. If students had some difficulties understanding the concepts in the activities, it is recommended that they do the Extra Help. If students had a clear understanding of the concepts and had few difficulties completing the activities, it is recommended that they do the Enrichment. As the learning facilitator, you should assist students in choosing the appropriate path.

Extra Help

Note: This might be a good opportunity to view films or slides on Brazil and the issues it faces. Reference can be made to the Edmonton Cross-Cultural Learner Centre materials. Refer also to pages 122 and 123 of the *Teacher's Resource Manual* for suggestions.

Visual material needs direction. Have the students focus on identifying issues, points of view, values, and costs or benefits. Preview materials before presentation to determine bias and suitability of content.

1. What is the message the cartoonist is presenting?

The cartoonist is implying that Brazil has many problems and that someone will be faced with dealing with the problems.

2. In the cartoon different sizes of balloons are being used. What message is the cartoonist presenting about the differences in degree (size) of Brazil's problems?

Some problems are tied up with others. Some problems are very large, and some are smaller. Not all of Brazil's problems require the same degree of action.

3. Why is the person shown struggling to hold on to Brazil?

When combined the problems are so large it is a struggle to consider all aspects in choosing alternatives.

4. Why is the map of Brazil labelled with the question "Brazil, a Better Future?"

The cartoonist is questioning what the future of Brazil will be like if it has all of these problems now.

5. What is the cartoonist's point of view on the issues facing Brazil?

The cartoonist's point of view is that Brazil is just barely staying in control of all of its problems.

6. List three issues which Brazil is presently facing.

Answers will vary. Refer to the balloons in "Ballooning Issues" at the beginning of this Extra Help section.

7. a. For one of the previous issues, list position statements which show different sides of the issue.

The student should supply at least two position statements which deal with the same major issue.

- b. Identify the underlying value in each of these position statements.

Answers will vary. Ensure that the values correlate with the position statements.

- c. Locate supporting evidence – data, facts, and figures – which support each of these position statements.

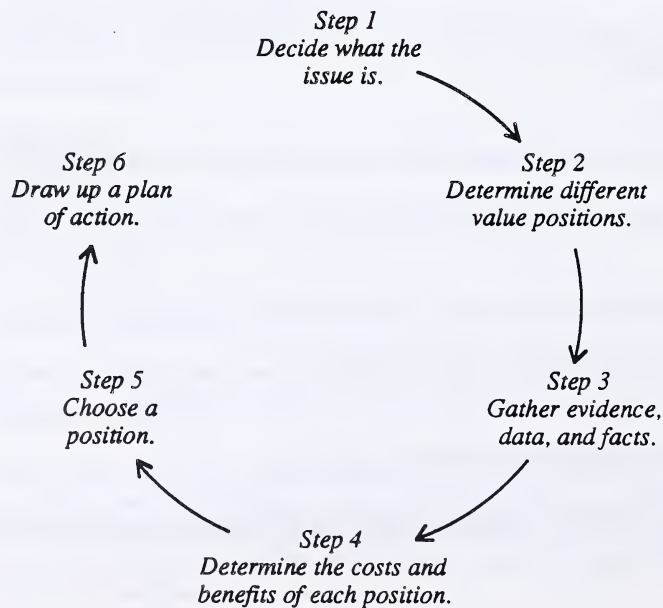
Answers will vary. Ensure that the evidence correlates with the position statements.

- d. Evaluate the costs and benefits of each alternative listed.

Answers will vary.

Enrichment

Note: Both Part A and Part B focus the student on using decision-making skills to resolve an issue. Determine whether the student makes good use of some of the steps of the following model.



Part A

Research more completely one of the issues facing Brazil.

Use encyclopedias, newspapers, or magazine articles to assist you.

Information can also be obtained by using your telephone book to locate an “expert” on the topic. An expert is a person who would be well informed on the issue and be able to provide you with up-to-date information. **BE SURE TO ASK YOUR PARENTS’ PERMISSION BEFORE PLACING ANY LONG DISTANCE PHONE CALLS.** Be sure to plan questions to ask when you contact this “expert.”

Write the information you have obtained in report form. This report should include

- a statement of the issue
- a summary of the new information that you have located

Remember to include a list of all the reference sources you used.

Answers will vary. The students should provide a summary of new material. Discuss bias of the material with the students. This is an opportunity to develop good interview skills and to introduce primary sources as a research alternative.

Part B

Hypothesis: What is Canada’s role in assisting Brazil?

1. Brainstorm ways in which Canada could assist Brazil.
2. Review your list of suggestions and decide if Canada **should** undertake to implement any of these actions.
3. Choose one suggestion from your list and plan a method to implement it. Include also a list of the costs and benefits to Canada, and the costs and benefits to Brazil of implementing your plan.

Answers will vary. Look for use of knowledge of what Canada is doing and creative ways of helping. This is a good connector to Social Studies 9.

Section 3 Assignment

1. Use the following chart to outline reasons for each of the alternatives to the issue question.

Issue Question: Should Brazil develop the rain forest?

Answers may vary. The student should be able to list five reasons for and five reasons against development. Some examples follow.

Reasons to develop the rain forests of Brazil	Reasons to preserve the rain forests of Brazil
<ul style="list-style-type: none"> • to provide jobs • to improve the living conditions of the average citizen • to provide homes for the homeless • to provide resources for industry • to move people from crowded cities • to pay foreign debt 	<ul style="list-style-type: none"> • deforestation • soil erosion • ozone depletion • animal and plant extinction • native land claims

2. Why did the Brazilian government borrow large sums of money?

Answers may vary. The government required large amounts of money to carry out its decision to industrialize. Money was needed to improve their transportation and communication networks. They needed money to promote movement into the interior. Brazil needed money to construct industries and to develop sources of power to fuel the industries.

3. What problems does having a large foreign debt give Brazil?

Answers may vary. Brazil has lost some of its independence as a result of its large foreign debt. Some of the decisions by the Brazilian government have come as a result of pressure from the banks to which it owes money. Also, much of the country's money goes into paying interest on its loans, so Brazil is unable to use its money to improve the standard of living. This, in turn, has led to many problems among those in poverty.

4. What are some reasons for the great disparity between rich and poor in Brazil?

Answers may vary. There are many reasons for the disparity between the rich and the poor. Students should consider the historical, economic, and political reasons. The land and climate of Brazil give limitations as well as opportunity. The rich supply of resources is not properly developed. Many of Brazil's people are uneducated and the country is largely underdeveloped.

5. Describe what the conditions would be like for children growing up in Brazil's *favelas*.

The favelas are the poor areas of Brazil's cities. Open sewers, disease, crime, and crowding are common in the favelas. These are very poor places for children to grow up.

6. a. What do you think is the major issue facing Brazil today?

Answers will vary. Students should write a formal statement of the issue.

- b. What can be done to solve the problems caused by the issue you identified in question a? List everything that your plan would require.

Answers will vary depending on the issue chosen in 6. a. Students should recall knowledge learned in this module as they develop a plan to solve the issue or problem.

- c. List any opportunity costs which might have to be dealt with as a result of the decisions you made in question b.

Answers will vary depending on the issue chosen in 6. a. Remember that an opportunity cost is what is lost or given up when a choice is made.

7. In question 6 you were to give a plan for helping solve a major issue that Brazil needs to deal with. Write a letter to the Brazilian government urging them to put your plan into effect. Explain to them why your plan is necessary, how it will work, and why you think it will be successful.

Answers will vary. Look for the students to present a convincing argument.

Final Test

There are two copies of the final test: the student's copy which is perforated and designed for photocopying and possible faxing and the teacher's copy which includes a marking guide.

Note:

The student's copy and the teacher's copy of this final test should be kept secure by the teacher. Students should not have access to this test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

SOCIAL STUDIES 8**FINAL TEST****GENERAL INSTRUCTIONS**

YOU HAVE 2 HOURS TO COMPLETE THIS TEST. Work through the entire test answering the questions you are sure you know. You will then be able to concentrate on the questions of which you are not quite sure.

TOTAL MARKS: 100

PART A: Multiple Choice – 30 marks

PART B: Matching – 20 marks

PART C: Short Answer – 20 marks

PART D: Essay – 30 marks

INSTRUCTIONS FOR PART A: MULTIPLE CHOICE

Part A is worth 30 percent of the total examination mark.

All multiple-choice questions must be answered on the Part A: Response Page included in your test.

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Locate the question number on the Response Page and place that appropriate letter in the space provided.

Example

1. The capital city of Canada is

- A. Vancouver
- B. Winnipeg
- C. Ottawa
- D. Montreal

Response Page

 C 1.

PART A: MULTIPLE CHOICE

- C 1. A couple stopped at a gas station in Edmonton and asked for directions to Northlands Coliseum. The attendant told them it was two kilometres west of the gas station. This reply describes
- A. general location
 - B. absolute location
 - C. relative location
 - D. specific location
- C 2. You have been asked to study the conflicting values of two cultural groups that live in the same region. You would be concerned with which of the following geographic terms?
- A. place
 - B. location
 - C. interaction
 - D. movement
- D 3. Which of the following correctly identifies the major landforms?
- A. mountains, plateaus, glaciers, plains
 - B. mountains, oceans, deserts, plains
 - C. mountains, rivers, hills, plains
 - D. mountains, plateaus, hills, plains
- B 4. Why are loam soils ideal for plant growth?
- A. They leach easily.
 - B. They allow root growth.
 - C. They do not allow air circulation.
 - D. All of the above.
- C 5. Approximately what percentage of the world's surface is covered by water?
- A. 50%
 - B. 60%
 - C. 70%
 - D. 80%

- A 6. Those industries which take raw materials from the land or water are called
- A. primary industries
 - B. secondary industries
 - C. tertiary industries
 - D. quaternary industries
- B 7. Country A buys lumber and hydroelectricity from Country B. Country B buys fruits and vegetables from Country A. These countries can be called
- A. dependent
 - B. interdependent
 - C. isolated
 - D. self-sufficient
- B 8. The Canadian Shield is a
- A. cultural region
 - B. landform region
 - C. vegetation region
 - D. climatic region
- D 9. The Atlantic region has only a few small secondary industries and is largely a rural area. This tends to cause
- A. poverty
 - B. prosperity
 - C. high employment
 - D. high unemployment
- A 10. The most important primary industry in the Manufacturing Core is
- A. farming
 - B. fishing
 - C. manufacturing
 - D. mining
- D 11. The planters of corn lived in
- A. tipis
 - B. igloos
 - C. cedar plank houses
 - D. longhouses

- A 12. Which Indian group had a form of government which could be considered democratic?
- A. the planters of corn
 B. the potlatch people
 C. the buffalo hunters
 D. the growers of wheat
- B 13. Which explorer discovered the villages of Hochelaga and Stadacona?
- A. Samuel de Champlain
 B. Jacques Cartier
 C. Christopher Columbus
 D. John Cabot
- C 14. What was the purpose of the Company of Hundred Associates?
- A. to expand the fur trade
 B. to exploit the lumber resource in New France
 C. to bring settlers to New France
 D. all of the above
- D 15. The system of landholding in New France was known as
- A. land grant system
 B. subdivision into townships
 C. real estate system
 D. seigneurial system
- B 16. Who was sentenced to death by Louis Riel's government?
- A. Lord Durham
 B. Thomas Scott
 C. Gabriel Dumont
 D. Jean Talon
- C 17. Which group would be the most displeased with the Quebec Act of 1774?
- A. the seigneurs
 B. the Roman Catholic clergy
 C. the habitants
 D. the merchants

- A 18. The group that the British forced to leave the area of Nova Scotia and New Brunswick in 1713 was known as .
- A. the Acadians
 - B. the Pontiacs
 - C. the Canadians
 - D. the Voyageurs
- B 19. The passing of which act came as a response to Lord Durham's Report?
- A. the Quebec Act
 - B. the Act of Union
 - C. the Constitutional Act
 - D. the British North America Act
- C 20. Who was the first prime minister of Canada?
- A. George Brown
 - B. Sir Wilfrid Laurier
 - C. Sir John A. Macdonald
 - D. Pierre Trudeau
- D 21. What explorer discovered Brazil and claimed it for Portugal?
- A. Christopher Columbus
 - B. Dom Pedro
 - C. Getúlio Vargas
 - D. Pedro Cabral
- A 22. Which of the following countries is the largest of the four listed?
- A. Canada
 - B. United States
 - C. Brazil
 - D. China
- C 23. Which two South American countries do not border Brazil?
- A. Argentina and Chile
 - B. Chile and Colombia
 - C. Chile and Ecuador
 - D. Peru and Venezuela

- C 24. The first African slaves were brought to Brazil in the 1500s to work
- A. in gold mines
 - B. at tapping rubber trees
 - C. on sugar plantations
 - D. on tobacco plantations
- B 25. What Brazilian native tribe is trying to maintain its traditional way of life?
- A. the Ropni
 - B. the Yanomami
 - C. the Kayapo
 - D. the Paiakan
- A 26. Clearing the rain forests in Brazil
- A. will have a disastrous effect on world climate
 - B. will completely eliminate Brazil's foreign debt
 - C. will not really have any ecological impact
 - D. will greatly increase agricultural output as more land comes under cultivation
- D 27. On which geographical region of Brazil did the Portuguese explorers first land?
- A. South
 - B. Southeast
 - C. North
 - D. Northeast
- D 28. To encourage people to move into Brazil's interior, the government built the city of
- A. Campo Grande
 - B. Manaus
 - C. Belo Horizonte
 - D. Brasília
- B 29. The richest and most useful agricultural land in Brazil is found in the
- A. Central-West
 - B. South
 - C. Southeast
 - D. Northeast

- C 30. Which of the following most reflect the Portuguese influence on Brazil's culture?
- A. architecture and food
 - B. art and music
 - C. food and religion
 - D. language and religion

PART A: RESPONSE PAGE

<u>C</u>	1.	<u>B</u>	7.	<u>B</u>	13.	<u>B</u>	19.	<u>B</u>	25.
<u>C</u>	2.	<u>B</u>	8.	<u>C</u>	14.	<u>C</u>	20.	<u>A</u>	26.
<u>D</u>	3.	<u>D</u>	9.	<u>D</u>	15.	<u>D</u>	21.	<u>D</u>	27.
<u>B</u>	4.	<u>A</u>	10.	<u>B</u>	16.	<u>A</u>	22.	<u>D</u>	28.
<u>C</u>	5.	<u>D</u>	11.	<u>C</u>	17.	<u>C</u>	23.	<u>B</u>	29.
<u>A</u>	6.	<u>A</u>	12.	<u>A</u>	18.	<u>C</u>	24.	<u>C</u>	30.

INSTRUCTIONS FOR PART B: MATCHING

Part B is worth 20 percent of the total examination mark.

Match the terms in Column II with the definitions in Column I. Write the letter of the term in the space beside its definition. Locate the numbers from Column I on the response page and beside them place the letter from Column II that indicates your answers.

PART B: MATCHING

Column I	Column II
1. an increase in the price of foods and services	A. inflation
2. a name for poor areas found in Brazilian cities	B. capital
3. the average weather a place has over a period of time	C. adoption
4. the distance measured in degrees north and south of the equator	D. assimilation
5. the distance measured east and west of a meridian running through Greenwich, England	E. climate
6. the exact location of a place determined by its latitude and longitude	F. weather
7. the location of a place determined by its distance and direction from another place	G. favela
8. the earth's atmospheric conditions at a given time and place	H. megalopolis
9. a resource that can be regrown or replaced after it has been used	I. cordillera
10. industries which take their resources from the land or water	J. opportunity cost
11. This type of industry has resources manufactured into finished products.	K. primary industry
12. a level of industry that involves providing services to people	L. secondary industry
13. This level of industry involves people who plan new strategies, research products, and advise management.	M. quaternary industry
	N. tertiary industry
	O. latitude
	P. longitude
	Q. absolute location
	R. relative location

TEACHER'S COPY

Column I	Column II
14. resources that cannot be regrown or replaced after use	S. renewable resource
15. a geographic term made to describe the region of large cities centred around New York City	T. nonrenewable resource
16. parallel sets of mountain ranges which run from Alaska to Mexico	
17. the borrowing of ideas or ways of doing things	
18. to become part of a larger group; to lose or combine your original culture with another	
19. what is lost or given up when a choice is made	
20. money and investments including buildings, machinery, and tools used to create products	

PART B: RESPONSE PAGE

- | | | | |
|----------|-----|----------|-----|
| <u>A</u> | 1. | <u>L</u> | 11. |
| <u>G</u> | 2. | <u>N</u> | 12. |
| <u>E</u> | 3. | <u>M</u> | 13. |
| <u>O</u> | 4. | <u>T</u> | 14. |
| <u>P</u> | 5. | <u>H</u> | 15. |
| <u>Q</u> | 6. | <u>I</u> | 16. |
| <u>R</u> | 7. | <u>C</u> | 17. |
| <u>F</u> | 8. | <u>D</u> | 18. |
| <u>S</u> | 9. | <u>J</u> | 19. |
| <u>K</u> | 10. | <u>B</u> | 20. |

INSTRUCTIONS FOR PART C: SHORT ANSWERS

Part C is worth 20 percent of the total examination mark.

Answer the questions that follow in complete sentences. Put your responses in the appropriate spaces on the response pages provided.

Be sure to read and think about each question thoroughly before you respond.

PART C: SHORT ANSWERS

Each question can be worth 2 marks.

1. Explain what the “Greenhouse Effect” is.
2. What are some of the effects of acid rain?
3. Define what geographers mean by the term “environmental interaction.”

PART C: RESPONSE PAGE

1. *Carbon dioxide and other gases are being released into the atmosphere. These gases trap and hold heat by acting as an insulating blanket which prevents the sun's heat from escaping into space. Therefore, the earth is warming as the atmosphere is being heated like air in a greenhouse.*
2. *The maple sugar trees in Quebec have been severely affected. Other forests are also being hurt. Lakes in Ontario, Quebec, and New Brunswick are becoming too acidic for things to grow. Such lakes no longer have fish.*
3. *This is the interrelationship between people and their environment. People interact with the environment to meet their basic needs. The environment affects people and what they do.*

4. Who were the United Empire Loyalists?
5. Why was Lord Durham sent to British North America in 1838?
6. What reasons did the federal government have for building the Canadian Pacific Railway?
7. Why did bilingualism develop in Canada?

PART C: RESPONSE PAGE

4. *These were American colonists who did not wish to break away from Britain. These people supported King George III and opposed revolution. When the American Revolution was over, many of these people moved to British territories.*
5. *Lord Durham was sent here to report on the causes of the Rebellions of 1837 and to recommend solutions to the problems. He spent five months in British North America investigating the causes of the rebellion.*
6. *The railway was promised to British Columbia when they joined Confederation so they could be linked to the rest of Canada. The railway would carry settlers west to aid the settlement of the prairies. It was useful for defence purposes to keep the Americans from taking the West.*
7. *Canada had two founding races, the French and the English. The use of more than one official language is the result of our nation's unique history.*

8. What is slash-and-burn agriculture?
9. How do the Kayapo believe they can best protect their own interests and their environment?
10. What is the “trickle-down effect”?

PART C: RESPONSE PAGE

8. *This type of agriculture involves cutting down and burning trees. The soil in the rain forest lacks nutrients but the ash from burnt trees adds nutrients to the soil. Every few years you move to a new plot where you cut, burn, and plant once again.*
9. *They believe they can fight the government by learning more about Brazil's mainstream society. They have adopted modern techniques to help save their homeland from destruction. They keep well-informed about politics, have held a historic conference, and have spread their concerns worldwide.*
10. *This is a system where if the rich become more wealthy, the wealth should "trickle" from the top to the bottom of society and benefit the whole society.*

INSTRUCTIONS FOR PART D: ESSAY

Part D is worth 30 percent of the total examination mark.

In this part of the test there are three topics given. You are to choose one of the topics (the one that you find most interesting) and write a well-organized essay about it. In the essay we would like to know your ideas about the topic which you chose. Feel free to express any opinions that you wish. It is important, however, that your opinions be supported by some facts or examples. In order to do this it will be necessary to recall what you have learned during this course.

It is important that you write a good essay and include a reasonable amount of material in your essay. Your essay should be at least two pages in length. Be sure your essay has an introductory and concluding paragraph. Also, give your essay a title.

Organize your work carefully, then write your essay on the lined pages that follow. Before you begin to write your essay, check (✓) the topic which you have chosen to write about.

Complete your essay in the space provided. There are pages for planning and for your finished work.

PART D: ESSAY

- _____ 1. To what extent does the physical environment influence a people's way of life? Tell how your own way of life is influenced by the physical environment in which you live.
- _____ 2. How did the French and the British influence the development of Canada? What role did each of the two founding peoples have in the colonization and settlement of Canada?
- _____ 3. How has the physical geography of Brazil influenced its human settlement? What opportunities and limitations has the physical environment provided for Brazilians? At the same time, how has human settlement altered the physical environment of Brazil? What are some beneficial effects and some detrimental effects of this modification of the physical environment?

PART D: RESPONSE PAGE

I am writing on Topic _____ .

Note: You may use the following guide to look for organization and knowledge when marking the student's essay.

I. *Organization, Form, and Writing Style*

- A. Well-developed introduction and conclusion*
- B. Correct sentence structure*
- C. Correct paragraphing*
- D. Correct spelling*
- E. Logical development (unity and coherence)*
- F. Overall impression*

II. *Knowledge and Use of Information*

- A. Accuracy of information*
- B. Inclusion of essential information*
- C. Absence of irrelevant information*
- D. Sustained discussion of topic*
- E. Ability to point out the major issue(s) and related problems*
- F. Ability to see the topic in context*

PART D: RESPONSE PAGE

I am writing on Topic # 1.

Answers will vary.

The physical environment will help determine how people in the area make a living. The type of shelter needed, clothing worn, and food that can be grown, etc., are all affected by the environment. Students should look at how these factors relate to their own lives.

I am writing on Topic # 2.

Answers will vary.

Students should note the early exploration and settlement of New France. When the British took control of New France, the Royal Proclamation of 1763 set up how the people would be ruled under a new government. Then the Quebec Act was passed in 1774 giving a new form of government which favored keeping the French way of life in Quebec. When the United Empire Loyalists came, it became necessary to make changes by passing the Constitutional Act. This led to the creation of English-speaking Upper Canada (now Ontario) and French-speaking Lower Canada (now Quebec).

Issues and problems between these two groups continued to shape Canada as it moved towards confederation. As the West was settled starting in Manitoba, there were also concerns regarding French language rights and other matters. This can be examined with the problems Louis Riel created for the Canadian government. Students can use this to lead up to Canada's being a bilingual nation.

I am writing on Topic # 3.

Answers will vary.

The physical environment determined settlement as human settlement followed a pattern related to resource development. The coastal area is more heavily populated with fewer people located inland. The central area and rain forest area were not overly accessible to early settlers. Today, with new roads and government incentives, people are moving inland. They are cutting down rain forest which provides land for cattle, but this is also affecting the world's climate. Many more ideas on this can come from the module notes.

SOCIAL STUDIES 8**FINAL TEST****GENERAL INSTRUCTIONS**

YOU HAVE 2 HOURS TO COMPLETE THIS TEST. Work through the entire test answering the questions you are sure you know. You will then be able to concentrate on the questions of which you are not quite sure.

TOTAL MARKS: 100

PART A: Multiple Choice – 30 marks

PART B: Matching – 20 marks

PART C: Short Answer – 20 marks

PART D: Essay – 30 marks

INSTRUCTIONS FOR PART A: MULTIPLE CHOICE

Part A is worth 30 percent of the total examination mark.

All multiple-choice questions must be answered on the Part A: Response Page included in your test.

Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate the question number on the Response Page and place that appropriate letter in the space provided.

Example

1. The capital city of Canada is

- A. Vancouver
- B. Winnipeg
- C. Ottawa
- D. Montreal

Response Page

 C 1.

PART A: MULTIPLE CHOICE

1. A couple stopped at a gas station in Edmonton and asked for directions to Northlands Coliseum. The attendant told them it was two kilometres west of the gas station. This reply describes
 - A. general location
 - B. absolute location
 - C. relative location
 - D. specific location

2. You have been asked to study the conflicting values of two cultural groups that live in the same region. You would be concerned with which of the following geographic terms?
 - A. place
 - B. location
 - C. interaction
 - D. movement

3. Which of the following correctly identifies the major landforms?
 - A. mountains, plateaus, glaciers, plains
 - B. mountains, oceans, deserts, plains
 - C. mountains, rivers, hills, plains
 - D. mountains, plateaus, hills, plains

4. Why are loam soils ideal for plant growth?
 - A. They leach easily.
 - B. They allow root growth.
 - C. They do not allow air circulation.
 - D. All of the above.

5. Approximately what percentage of the world's surface is covered by water?
 - A. 50%
 - B. 60%
 - C. 70%
 - D. 80%

6. Those industries which take raw materials from the land or water are called
- A. primary industries
 - B. secondary industries
 - C. tertiary industries
 - D. quaternary industries
7. Country A buys lumber and hydroelectricity from Country B. Country B buys fruits and vegetables from Country A. These countries can be called
- A. dependent
 - B. interdependent
 - C. isolated
 - D. self-sufficient
8. The Canadian Shield is a
- A. cultural region
 - B. landform region
 - C. vegetation region
 - D. climatic region
9. The Atlantic region has only a few small secondary industries and is largely a rural area. This tends to cause
- A. poverty
 - B. prosperity
 - C. high employment
 - D. high unemployment
10. The most important primary industry in the Manufacturing Core is
- A. farming
 - B. fishing
 - C. manufacturing
 - D. mining
11. The planters of corn lived in
- A. tipis
 - B. igloos
 - C. cedar plank houses
 - D. longhouses

12. Which Indian group had a form of government which could be considered democratic?
- A. the planters of corn
 - B. the potlatch people
 - C. the buffalo hunters
 - D. the growers of wheat
13. Which explorer discovered the villages of Hochelaga and Stadacona?
- A. Samuel de Champlain
 - B. Jacques Cartier
 - C. Christopher Columbus
 - D. John Cabot
14. What was the purpose of the Company of Hundred Associates?
- A. to expand the fur trade
 - B. to exploit the lumber resource in New France
 - C. to bring settlers to New France
 - D. all of the above
15. The system of landholding in New France was known as
- A. land grant system
 - B. subdivision into townships
 - C. real estate system
 - D. seigneurial system
16. Who was sentenced to death by Louis Riel's government?
- A. Lord Durham
 - B. Thomas Scott
 - C. Gabriel Dumont
 - D. Jean Talon
17. Which group would be the most displeased with the Quebec Act of 1774?
- A. the seigneurs
 - B. the Roman Catholic clergy
 - C. the habitants
 - D. the merchants

18. The group that the British forced to leave the area of Nova Scotia and New Brunswick in 1713 was known as
- A. the Acadians
 - B. the Pontiacs
 - C. the Canadians
 - D. the Voyageurs
19. The passing of which act came as a response to Lord Durham's Report?
- A. the Quebec Act
 - B. the Act of Union
 - C. the Constitutional Act
 - D. the British North America Act
20. Who was the first prime minister of Canada?
- A. George Brown
 - B. Sir Wilfrid Laurier
 - C. Sir John A. Macdonald
 - D. Pierre Trudeau
21. What explorer discovered Brazil and claimed it for Portugal?
- A. Christopher Columbus
 - B. Dom Pedro
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 - D. Pedro Cabral
22. Which of the following countries is the largest of the four listed?
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 - C. Brazil
 - D. China
23. Which two South American countries do not border Brazil?
- A. Argentina and Chile
 - B. Chile and Colombia
 - C. Chile and Ecuador
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24. The first African slaves were brought to Brazil in the 1500s to work
- A. in gold mines
 - B. at tapping rubber trees
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25. What Brazilian native tribe is trying to maintain its traditional way of life?
- A. the Ropni
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- A. will have a disastrous effect on world climate
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 - C. will not really have any ecological impact
 - D. will greatly increase agricultural output as more land comes under cultivation
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28. To encourage people to move into Brazil's interior, the government built the city of
- A. Campo Grande
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 - C. Belo Horizonte
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29. The richest and most useful agricultural land in Brazil is found in the
- A. Central-West
 - B. South
 - C. Southeast
 - D. Northeast

30. Which of the following most reflect the Portuguese influence on Brazil's culture?
- A. architecture and food
 - B. art and music
 - C. food and religion
 - D. language and religion

Rough Work

(Marks will not be given for work done on this page.)

PART A: RESPONSE PAGE

- | | | | | | | | | | |
|-------|----|-------|-----|-------|-----|-------|-----|-------|-----|
| _____ | 1. | _____ | 7. | _____ | 13. | _____ | 19. | _____ | 25. |
| _____ | 2. | _____ | 8. | _____ | 14. | _____ | 20. | _____ | 26. |
| _____ | 3. | _____ | 9. | _____ | 15. | _____ | 21. | _____ | 27. |
| _____ | 4. | _____ | 10. | _____ | 16. | _____ | 22. | _____ | 28. |
| _____ | 5. | _____ | 11. | _____ | 17. | _____ | 23. | _____ | 29. |
| _____ | 6. | _____ | 12. | _____ | 18. | _____ | 24. | _____ | 30. |

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

INSTRUCTIONS FOR PART B: MATCHING

Part B is worth 20 percent of the total examination mark.

Match the terms in Column II with the definitions in Column I. Write the letter of the term in the space beside its definition. Locate the numbers from Column I on the response page and beside them place the letter from Column II that indicates your answers.

PART B: MATCHING

Column I	Column II
1. an increase in the price of foods and services	A. inflation
2. a name for poor areas found in Brazilian cities	B. capital
3. the average weather a place has over a period of time	C. adoption
4. the distance measured in degrees north and south of the equator	D. assimilation
5. the distance measured east and west of a meridian running through Greenwich, England	E. climate
6. the exact location of a place determined by its latitude and longitude	F. weather
7. the location of a place determined by its distance and direction from another place	G. favela
8. the earth's atmospheric conditions at a given time and place	H. megalopolis
9. a resource that can be regrown or replaced after it has been used	I. cordillera
10. industries which take their resources from the land or water	J. opportunity cost
11. This type of industry has resources manufactured into finished products.	K. primary industry
12. a level of industry that involves providing services to people	L. secondary industry
13. This level of industry involves people who plan new strategies, research products, and advise management.	M. quaternary industry
	N. tertiary industry
	O. latitude
	P. longitude
	Q. absolute location
	R. relative location

Column I		Column II	
14.	resources that cannot be regrown or replaced after use	S.	renewable resource
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16.	parallel sets of mountain ranges which run from Alaska to Mexico		
17.	the borrowing of ideas or ways of doing things		
18.	to become part of a larger group; to lose or combine your original culture with another		
19.	what is lost or given up when a choice is made		
20.	money and investments including buildings, machinery, and tools used to create products		

Rough Work

(Marks will not be given for work done on this page.)

PART B: RESPONSE PAGE

- | | |
|-----------|-----------|
| _____ 1. | _____ 11. |
| _____ 2. | _____ 12. |
| _____ 3. | _____ 13. |
| _____ 4. | _____ 14. |
| _____ 5. | _____ 15. |
| _____ 6. | _____ 16. |
| _____ 7. | _____ 17. |
| _____ 8. | _____ 18. |
| _____ 9. | _____ 19. |
| _____ 10. | _____ 20. |

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

INSTRUCTIONS FOR PART C: SHORT ANSWERS

Part C is worth 20 percent of the total examination mark.

Answer the questions that follow in complete sentences. Put your responses in the appropriate spaces on the response pages provided.

Be sure to read and think about each question thoroughly before you respond.

PART C: SHORT ANSWERS

1. Explain what the "Greenhouse Effect" is.
2. What are some of the effects of acid rain?
3. Define what geographers mean by the term "environmental interaction."

PART C: RESPONSE PAGE

1.

2.

3.

Name of Student

Student I.D. #

Name of School

Date

4. Who were the United Empire Loyalists?
5. Why was Lord Durham sent to British North America in 1838?
6. What reasons did the federal government have for building the Canadian Pacific Railway?
7. Why did bilingualism develop in Canada?

PART C: RESPONSE PAGE

4. _____

5. _____

6. _____

7. _____

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

8. What is slash-and-burn agriculture?
9. How do the Kayapo believe they can best protect their own interests and their environment?
10. What is the "trickle-down effect"?

PART C: RESPONSE PAGE

8. _____

9. _____

10. _____

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

INSTRUCTIONS FOR PART D: ESSAY

Part D is worth 30 percent of the total examination mark.

In this part of the test there are three topics given. You are to choose one of the topics (the one that you find most interesting) and write a well-organized essay about it. In the essay we would like to know your ideas about the topic which you chose. Feel free to express any opinions that you wish. It is important, however, that your opinions be supported by some facts or examples. In order to do this it will be necessary to recall what you have learned during this course.

It is important that you write a good essay and include a reasonable amount of material in your essay. Your essay should be at least two pages in length. Be sure your essay has an introductory and concluding paragraph. Also, give your essay a title.

Organize your work carefully, then write your essay on the lined pages that follow. Before you begin to write your essay, check (✓) the topic which you have chosen to write about.

Complete your essay in the space provided. There are pages for planning and for your finished work.

PART D: ESSAY

- _____ 1. To what extent does the physical environment influence a people's way of life? Tell how your own way of life is influenced by the physical environment in which you live.

- _____ 2. How did the French and the British influence the development of Canada? What role did each of the two founding peoples have in the colonization and settlement of Canada?

- _____ 3. How has the physical geography of Brazil influenced its human settlement? What opportunities and limitations has the physical environment provided for Brazilians? At the same time, how has human settlement altered the physical environment of Brazil? What are some beneficial effects and some detrimental effects of this modification of the physical environment?

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

Rough Work

(Marks will not be given for work done on this page.)

PART D: RESPONSE PAGE

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

Teacher Questionnaire

Course name & number _____ Teacher's name _____

Teacher's area of expertise _____ School name _____

Date _____

Design

1. The modules follows a definite systematic design. Did you find it easy to follow?

Yes No If no, explain.

2. Did your observations reveal that the students found the design easy to follow?

Yes No If no, explain.

3. Did you find the Learning Facilitator's Manual helpful?

Yes No If no, explain.

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

Yes No If no, explain.

5. The activities include self-assessment questions. These questions are to help clarify and reinforce the instructional materials. Did students use the answers effectively?

Yes No If no, explain.

6. Did the two streams of Follow-up Activities (Extra-Help and Enrichment) prove to be helpful?

Yes No If no, explain.

7. Were students motivated to try these Follow-up Activities on their own?

Yes No If no, give details.

8. Were the assignments clear?

Yes No If no, give details.

9. Were the assignments appropriate?

Yes No If no, give details.

10. Did you fax assignments?

Yes No

11. If you did fax, did you get satisfactory results from using this procedure?

Yes No If no, give details.

Instruction

1. Did you find the instruction clear?

Yes No If no, give details.

2. Did your observations reveal that the students found the instruction interesting?

Yes No If no, give details.

3. Did you find the instruction adequate?

Yes No If no, give details.

4. Was the reading level appropriate?

Yes No If no, give details.

5. Was the work load adequate?

Yes No If no, give details.

6. Was the content accurate and current?

Yes No If no, give details.

7. Did the content flow consistently and logically?

Yes No If no, give details.

8. Was the transition between booklets smooth?

Yes No If no, give details.

9. Was the transition between print and media smooth?

Yes

No

If no, give details.

Additional Comments

When you have completed this questionnaire, please mail it to the following address.

Design Department
Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T0G 2P0

